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ANNUAL REPORT

OF THE

COUNCIL OF PUBLIC INSTRUCTION

OF THE

NORTH-WEST TERRITORIES

1898

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY

REGINA
John Alexander Reid, Queen's Printer for the Territories
1899

To His Honour Amedee Emmanuel Forget,

Lieutenant-Governor of the North-West Territories.

MAY IT PLEASE YOUR HONOUR:

I herewith present the Report of the Council of Public Instruction for the year 1898.

I have the honour to be,

Your Honour's Obedient Servant,

F. W. G. HAULTAIN,

Chairman, Council of Public Instruction.

REGINA, *April, 1899.*

Council of Public Instruction.

MEMBERS *(ex officio)*

F. W. G. HAULTAIN *(Chairman)*, Regina; JAMES H. ROSS, Regina; GEORGE H. V. BULYEA, Qu'Appelle.

APPOINTED MEMBERS

THE BISHOP OF SASKATCHEWAN AND CALGARY, Calgary; A. H. SMITH, Moosomin; THE REV. FATHER GILLIS, Wapella.

SECRETARY TO THE COUNCIL

E. J. WRIGHT, Regina.

CLERKS

JAMES BROWN. JOHN McLACHLAN.

SUPERINTENDENT OF EDUCATION

D. J. GOGGIN, M.A., Regina.

INSPECTORS

WILLIAM ROTHWELL, B.A., Regina; JOHN HEWGILL, Moosomin; JAMES A. CALDER, B.A., Edmonton; THOMAS E. PERRETT, B.A., Regina; JAMES FLETT, B.D., Whitewood.

F. W. G. HAULTAIN, Esq.,
Chairman, Council of Public Instruction.

Sir,—

I have the honour to submit the following summary of the work of the Council of Public Instruction for the year ending 31st December, 1898.

SUMMARY OF STATISTICS FOR 1898.

I.—Number of Schools.

1. Number of schools in operation 426
   Increase for the year 32
2. Number of new school districts proclaimed 22

II.—Enrollment.

1. Number of pupils enrolled 1,6754
   Increase for the year 2,178

III.—Teachers and Certificates.

1. Number of teachers employed 483
   Increase for the year 26
2. Number of men employed 232
3. Number of women employed 251
4. Number of first-class teachers: men 74; women 42. Total 116
   Increase for the year: men 1; women 9. Total 10
5. Number of second-class teachers: men 118; women 153. Total 271
   Increase for the year: men 3; women 23. Total 26
6. Number of third-class teachers (including provisional licences): men 40; women 56 96
   Decrease for the year: men 7; women 3. Total 10

IV.—Summary of the Educational Statistics of the Territories since 1885, when the Management of the Schools was Vested in a Board of Education.

YEAR.	SCHOOLS IN OPERATION.	PUPILS ENROLLED.	TEACHERS EMPLOYED.	EXPENDITURE BY THE LEGISLATIVE ASSEMBLY.
1886	76	2,553	84	$ 8,908 72
1887	111	3,144	125	36,897 47
1888	131	3,453	150	44,547 06
1889	164	4,574	183	56,984 63
1890	195	5,398	224	85,002 55
1891	213	5,652	248	129,042 01
1892	249	6,170	295	121,056 94
1893	262	8,214	307	106,578 59
1894	300	10,721	353	113,999 85
1895	341	11,972	401	112,182 90
1896	366	12,796	433	126,218 21
1897	394	14,576	457	121,457 18
1898	426	16,754	483	133,642 79

V.—SCHOOL DISTRICTS IN THE NORTH-WEST TERRITORIES.

	Erected.	In operation.
Assiniboia.		
Public School Districts	277	244
Protestant Separate School Districts	2	2
Roman Catholic Public School Districts	11	9
Roman Catholic Separate School Districts	4	1
	——294	——256
Alberta.		
Public School Districts	143	114
Protestant Separate School Districts	0	0
Roman Catholic Public School Districts	15	10
Roman Catholic Separate School Districts	5	5
	——163	——129
Saskatchewan.		
Public School Districts	45	32
Protestant Separate School Districts	1	1
Roman Catholic Public School Districts	18	7
Roman Catholic Separate School Districts	2	1
	—— 66	—— 41
	523	426
Unorganised School Districts.		
Participating in grants under Order-in-Council		3
Total		429
Disorganised.		
Number of School Districts disorganised in 1898	10	

VI.—LENGTH OF SCHOOL YEAR.

Number of schools open less than 20 days in the year	2
“ “ between 20 and 50 days inclusive	4
“ “ “ 51 “ 100 “	16
“ “ “ 101 “ 150 “	178
“ “ “ 151 “ 200 “	84
“ “ “ 200 and whole year	142
Greatest number of days any school was open	223

VII.—ATTENDANCE.

		Increase.
Total number of pupils attending school during the year	16,754	2,178
“ of boys	8,694	1,228
“ of girls	8,060	950
“ who attended school less than 20 days during the year	1,797	—18
“ who attended between 20 and 50 days inclusive	3,015	44
“ who attended between 51 and 100 days inclusive	4,928	813
“ who attended between 101 and 150 days inclusive	3,622	411
“ who attended between 151 and 200 days inclusive	2,775	678
“ who attended between 201 and the whole year	617	230
“ of school age who did not attend at all	190	69
Total aggregate attendance of first term	806,879	
“ “ during the second term	730,492	
“ “ for the year	1,537,371	
Daily average attendance during the year	8,826.64	

VIII.—CLASSIFICATION.

Total number in Standard I. Part 1	4,710	661
“ “ I. Part 2	2,924	338
“ “ II	3,193	351
“ “ III	3,105	219
“ “ IV	1,782	416
“ “ V	638	124
“ “ VI	221	23
Carried forward	16,573	2,132

VIII.—CLASSIFICATION, *Continued.*

		Increase.
Brought forward	16,573	2,132
Total number in Standard VII	153	45
" " VIII	28	1
Total	16,754	2,178

IX.—COMPARATIVE STATEMENT RESPECTING ATTENDANCE AND CLASSIFICATION.

	PUBLIC.	R. C. P.	R. C. S.	TOTAL.
Number of pupils on register	14,970	1,045	739	16,754
" of boys	7,812	566	316	8,694
" of girls	7,158	479	423	8,060
" who attended less than 20 days	1,602	115	80	1,797
" who attended between 21 and 50 days	2,726	190	99	3,015
" who attended between 51 and 100 days	4,415	293	220	4,928
" who attended between 101 and 150 days	3,307	181	134	3,622
" who attended between 151 and 200 days	2,461	171	143	2,775
" who attended between 201 and the whole year	459	95	64	617
Number who did not attend any school during the year	146	37	7	190
Aggregate attendance during first term	730,716	47,680	28,483	806,879
" attendance during second term	653,679	42,644	34,168	730,492
" attendance for the whole year	1,384,395	90,324	62,651	1,547,271
Daily average attendance during the yeer	7,925.43	549.42	351.79	8,826.64
Total Number in First Standard, Part I	3,950	469	291	4,710
" First Standard, Part II	2,553	247	124	2,924
" Second Standard	2,876	197	120	3,193
" Third Standard	2,893	91	121	3,105
" Fourth Standard	1,684	38	60	1,782
" Fifth Standard	614	2	22	638
" Sixth Standard	219	1	1	221
" Seventh Standard	153	0	0	153
" Eighth Standard	28	0	0	28
" all Standards	14,970	1,045	739	16,754

X.—EXAMINATION OF TEACHERS. (Non-professional).

First Class.

Number examined	12
Number passed	8

Second Class.

Number examined	58
Number passed	32
Given standing on first-class examination	1

Third Class.

Number examined	101
Number passed	47
Given standing on second-class examination	15

XI.—NUMBER OF CERTIFICATES GRANTED DURING 1898.

First Class.—Male 16, Female 1. Total	17
Second Class.—Male 22, Female 26. Total	48
Third Class.—Male 11, Female 32. Total	43
Interim Certificates, to those qualified from other Provinces	136
Provisional Certificates, including temporary licences to substitutes for teachers who were ill, or who were attending Normal School	24
Total	268

XII.—NORMAL SCHOOL.

Number attending First Class Session	23
" Second Class Session	35
" Third Class Session	28
Total	86

XIII.—TEACHERS' INSTITUTES.

Number of teachers in attendance at Moose Jaw	15
" " " Wolseley	35
" " " Calgary	24
" " " Edmonton	53
" " " Red Deer	18
" " " Regina	26
" " " Saltcoats	25
" " " Moosomin	45
" " " Prince Albert	28
Total	269

XIV.—DEBENTURES ISSUED AND REGISTERED.

Total amount borrowed on debentures during 1898	$23,985 00
Total amount for which debentures were registered	20,535 00
Total amount maturing during 1898	10,998 80

XV.—DEPARTMENT OF PUBLIC INSTRUCTION.

Orders in Council recommending power to borrow money	40
Resolutions of Council altering limits of school districts	17
Orders in Council erecting new school districts	22
Orders in Council disorganising school districts	10
Orders of Chairman of Council appointing Commissioners	9
Orders of Chairman altering name of school district	1

SCHOOLS.

During the year 1898 there were 426 organised school districts in operation. The number of children of all ages on their respective registers was 16,754 with a daily attendance of 8,826.64. The average period all schools were open during the year was 159 days. The average cost of educating each child was $18.45 per annum.

BUILDINGS.

Twenty-eight new school buildings have been built at a total cost of $19,964.60, which was in most cases raised by debentures although a few buildings were erected by voluntary contributions of money and labour. The grounds around several buildings have been enclosed, wells have been dug, stables and sheds added and extensive alterations and improvements made. The aggregate cost of buildings and improvements during the year amounted to $29,740.00. New furniture has been added at a cost of $5,933.32. The sum of $3,522.60 has been spent on school apparatus, including libraries.

ASSESSMENT AND REVENUE.

Tabulated statements have been prepared showing the amount due by and to each district, the amount of assessable property, the rate of school tax per dollar (and where the single-tax system was employed the rate per acre), the rate of tax per dollar to pay debenture indebtedness and the estimated value of school property as well as the actual cost. I regret to say, however, that although a large amount of time has been expended on these statistics most of the returns were so inaccurate that the result is at present quite unreliable and as nearly every district has to be written to for more exact particulars this information must be held over till a later date.

DISTRICT EXPENDITURE.

The principal expenditure, other than the districts' proportion of their teachers' salaries, and maintenance and equipment of buildings, has been the payment of debenture indebtedness, insurance, fuel and caretaking, salaries of secretaries and collectors and the treasurers' commissions. The salaries of the district officials vary considerably and it might be well if some uniform scale were to be laid down.

DISORGANISATION OF DISTRICTS.

Ten school districts which, by reason of the settlers having removed to other parts of the Territories, had failed for years to be in operation, have been disorganised. The assets have, as far as possible, been realised and paid over to the creditors of the various districts. A liberal offer was made to those holding unpaid coupons against any of these districts for the relinquishment of their debenture claims but it was not generally accepted.

NEW DISTRICTS.

Twenty-two new districts were proclaimed during the year and several others had petitioned for erection but had not completed the prescribed proceedings at the close of the year. Seven districts that had not been in operation for a considerable time (in some instances had not opened at all) engaged teachers and started their schools.

SCHOOL RETURNS.

I would respectfully suggest that some method be considered for enforcing, if possible, the punctual forwarding of term returns, treasurers' bonds, annual financial statements, classification of pupils and other information demanded by The School Ordinance and without which it is impossible to pay the grants or tabulate required statistical information. Although every effort has been made in the office to obtain these returns, in some instances ten weeks have elapsed before the treasurers would take notice of the applications sent them.

GENERAL REMARKS.

I am happy to be able to report that fewer schools have been closed temporarily during the year by reason of epidemic sickness.

In two instances where the trustees declined to carry out the instructions of the department they were superseded by a commissioner until the required action was carried out. In a few instances where all the settlers were unable to speak English, commissioners have been appointed to conduct the affairs of the district.

It has been found necessary in several instances to alter the boundaries of existing districts in order to take in land newly settled by persons desiring the means of educating their children. A few school sites have been changed to meet the requirements of increased population.

I have the honour to be,
Sir,
Your obedient servant,

E. J. WRIGHT,
Secretary.

Report of the Superintendent of Education.

F. W. G. HAULTAIN, Esq.,
Chairman, Council of Public Instruction.

Sir :—I have the honour to submit the following report for the year ending December 31, 1898.

The increase in the number of schools, pupils, higher grade teachers, the larger attendance in the higher standards and the improvements in buildings and grounds, as shown in the report of the secretary, are evidences of continued and improved educational progress commensurate in most respects with our growth and increase in population.

One of our most serious and pressing educational problems arises from the settlement among us of so many foreign nationalities in the block or "colony" system. There are colonies of Swedes, Finns, Bohemians, Hungarians, Jews, Austrians, Germans, Russians, Icelanders, Mennonites, Galicians and Doukhobors.

In addition to the foreign colonies there are also exclusively French speaking districts in Saskatchewan that, for a variety of reasons, have not been able to keep their schools in operation. In the interests of the children as well as of the country at large every means should be taken to encourage the opening and maintenance of schools among these non-English speaking communities.

It would be criminal to shut our eyes to the fact that this rapid increase of a foreign and relatively ignorant population is at once a challenge and invitation to our institutions. These "colonies" will add to our numbers, to our wealth in grain and cattle, to our material progress, but it will not be reasonable to expect them for many years to add much to that other wealth which is a nation's truest wealth—educated men with refined tastes, sound moral perceptions, a keen sense of civic responsibility and duty, and an adequate conception of the purposes of life. It is this latter wealth which determines the ranking of nations in the scale of civilization. It is a sordid ideal that makes what a man has of greater value than what he is. It is not the quantity but the quality of its manhood that determines the status of a nation.

To assimilate these different races, to secure the co-operation of these alien forces, are problems demanding for their solution, patience, tact and tolerant but firm legislation. Modes of life, customs, political forms, thoughts and ideals differing from ours have made these peoples what they are and have dowered them with an inaptitude for our political forms and a disregard of our social customs that tend to keep them apart from us. The older people will not give up the forms to which they have been accustomed, and the younger people cannot soon acquire ours, except perhaps where, at the edge of the "colony," they come into frequent contact with us. The block or colony system retards assimilation. Mr. Greenway, the Premier of Manitoba, speaking of the Mennonite colony there, said : "Many of the latter though they have been here for twenty-five years do not know English and are not assimilated."

Only through our schools getting an early hold of the children of these settlers can we hope to train them to live according to our social system, and to understand and appreciate the institutions of the country which they are to form an integral part of. If in these respects we place these peoples two generations hence where their Anglo-Saxon neighbours now are we shall have done well. In the meantime the need for action is pressing. To delay undertaking the education of these children is but to increase the difficulty of assimilation; to undertake it at once demands large expenditures and skilled teachers with something of the missionary spirit actuating them.

A number of the smaller, older colonies have schools in operation. The Galicians near Yorkton and the Mennonites and Galicians near Rosthern are preparing to organise school districts. The seven thousand Doukhobors who are settling in north-eastern Assiniboia will require from forty to fifty new districts to supply their educational needs. If those French districts in Saskatchewan that have not succeeded in keeping their schools in operation are encouraged, as in the interests of their children they should be, to re-open them it is safe to say that $16,000.00 will hardly pay the grants earned next year by the schools referred to in this paragraph.

So far as I have been able to learn none of the foreign communities have among them persons with a knowledge of English and a general education sufficient for teaching purposes. It is to their advantage as well as to ours to have their children taught by those who, while having a sympathy for their customs, shall be Canadian in spirit, thought and language. If these children are to grow up as Canadian citizens they must be led to adopt our viewpoint and speak our speech. This does not imply that they shall cease to have a love for their mother land or mother tongue but that they shall be fitly prepared for the life they are to live in the land of their adoption. A common school and a common tongue are essential if we are to have a homogeneous citizenship. Strange as it may seem to some, it is nevertheless a fact that the most effective work in such schools has been done by Canadian teachers practically unacquainted with the language of the colony. The advantage of a knowledge of the language is more evident in the teacher's influence with the parents than in his work in the school-room. But it is difficult to get Canadian teachers to live in these recently formed colonies. The difference in modes of life and the lack of congenial society and comfortable boarding houses deter most of them. It has been suggested that for a time an addition to the salaries of such teachers, by way of "bonus," would tend to increase their numbers.

ATTENDANCE.

The total number of school days in each year for which grants may become payable is 210, and most yearly schools are open for that period. The summer or short term schools are open for periods ranging from six to nine months The average length of the last school year for all schools was 159 days; according to the latest report of the United States Commissioner of Education it was 140 days for the entire United States. Our average attendance is 52 per cent. of our enrolment; in Manitoba and Ontario it is 56 per cent. This is not satisfactory. An examination of the table on page 6 shows that far too many pupils fail to take proper advantage of the schools provided for them. Rather less than 36 per cent. of our pupils have been under instruction for over 100 days in the year.

It is worth considering whether the present fixed grant should not be reduced and the variable grant on attendance increased to such an extent as to induce trustees, ratepayers and teachers, from the monetary if no higher reason, to make much greater efforts than many of them now do to secure an improved attendance. The energy that can be put forth in this respect is shown when the attendance in small schools comes near the minimum for which grants are payable. The activity displayed then, if kept up during the year, would produce a great gain in attendance and a consequent improvement in the usefulness of the school through the amount and character of the instruction thus rendered possible.

When the Assembly provides a large fixed grant and a liberal variable grant, and the people a local tax to supply schools, it would seem wise to take a further step and see that such advantage was taken of this provision as would accomplish the end in view. The power that creates the necessary institution and furnishes the needed funds should wield the required coercive authority. If, when the schools are opened and their cost provided for, many of the children attend but half time, there is not only a waste of money and teaching power, but there is a loss of intelligence that will count against the welfare of the individual and the civic and industrial future of the nation.

I doubt whether this relation of intelligence to earning power is sufficiently appreciated by us and whether we truly realise that education is one of the best forms of national investment.

The United States Commissioner of Education found some years ago that each child in Massachusetts received on an average seven years of schooling while each child in the United States as a whole received but four and three-tenths years. The ratio was 70 to 43. He also found that for the same year the wealth producing power of each man, woman and child in Massachusetts was 73 cents a day while for the country as a whole it was only 40 cents—an excess of 33 cents a day.

Horace G. Wadlin, chief of the Massachusetts Labour Bureau of Statistics gives, from the latest obtainable figures, the average per capita production a day for the United States as 37 cents, but for Massachusetts 66 cents. The ratio is 66 to 37 or an excess of 29 cents a day.

Dr. Hill, secretary of the Massachusetts State Board of Education, commenting on those facts says: "The lengths of schooling for Massachusetts and for the country at large have slightly increased since Dr. Harris's statement, but their ratio has not materially changed. Whether we take Dr. Harris's earlier showing or Mr. Wadlin's later, the larger wealth-producing power accompanies the longer schooling, and the excess of the one follows very closely the excess of the other. Now this cannot all be a mere happening. If it is true that intelligence produces more than ignorance, then excess in wealth-producing power must hold some relation to excess in knowing and doing power. Consider for a moment what is involved in the showing that each person in Massachusetts has a daily wealth-producing power 29 cents in excess of the average for the nation at large. It means that for each person the average annual excess is $88.74. It means that the productive energy of Massachusetts yields nearly 200 million dollars a year more than it would yield if the per capita productive capacity of the State were no greater than the average throughout the country. This is twenty times the annual running expenses of the public schools."

To increase the average length of our school year and the average attendance of our pupils and therefore their average intelligence is to increase the industrial and political power of the next generation. The discovery of some influence potent enough to bring about this increase is a present need.

The small number of children in attendance at many of our schools and the consequent increased cost of their education continues to engage attention. There are schools within a few miles of Regina, Qu'Appelle, Indian Head, Wolseley and such towns with an average attendance of less than ten children and a school year of but seven months. If these children were conveyed to the town schools, they would have a full year's schooling and the cost thereof including their daily transportation would not be greater than it now is. Their attendance would be more regular and, generally, they would have the benefit of better buildings, better classification and better teaching. The consolidation of weak schools in outlying districts might follow later where physical conditions are favourable. There will always be areas where it will not be feasible.

In 1897 provision was made for this union of schools and conveyance of children by the following section of The School Ordinance:

215. Upon a petition signed by at least four-fifths of such resident ratepayers of any school district as are the parents or guardians of children between the ages of five years and sixteen years inclusive (the facts set forth in such petition and the signatures thereto being verified by statutory declaration) the Lieutenant Governor in Council may empower the trustees of such district to enter into an agreement for the education of the children of such district for a term of not less than three years with the trustees of any other school district upon such terms as may be mutually agreed upon:

Provided that in all cases where such an agreement is in force grants shall be paid in respect of children attending the school maintained in another school district than the one in which they reside as though the parents or guardians of such children were resident ratepayers of the school district in which their children are being taught:

Provided further that the school districts acting under such an agreement shall have full power and authority to make the necessary levy and assessment for the purpose of carrying out the terms of the agreement and for providing for the conveyance of the children to and from school subject to the provisions of sections 150 and 151 of this Ordinance:

Provided that the Lieutenant Governor in Council may terminate any such agreement upon such terms as to him may seem fit.

The experience of other countries, with respect to consolidation, may be of interest. In Massachusetts where this system has been tried for years till it has passed beyond the experimental stage and has become recognized and advocated as a satisfactory scheme the secretary of the State Board of Education, Dr. Hill, remarks:

"The law authorising towns (townships) to pay for the transportation of pupils was enacted in 1869. The object of the law was to favour the establishment of better equipped, better supported, and better taught schools, without, however, increasing necessarily their cost. This could be done by the consolidation of scattered and feeble schools, the maintenance of fewer but better buildings, and the hiring of a smaller number of higher-grade teachers. But the difficulty to be overcome was the disposition of children remote from the central schools. This was met by the transportation law. The growth of the transportation expenditure is largely the measure of the extent to which consolidation is carried. The expenditure for 1894-95 was $76,608.29, an advance of $12,990.61 from the expenditure of the preceding year; for 1895-96 it was $91,136.

"While vexatious questions not unfrequently arise about the necessity, the kind, the extent, the distance, and the cost of transportation, the general policy of transportation as a factor in the solution of the question as to what can be done for small ungraded schools in sparsely settled regions of the State is proving to be very helpful."

This movement has reached every one of the New England States, New York, New Jersey, Iowa, Nebraska, Pennsylvania, Wisconsin, Ohio and Dakota. The Committee of the N. E. A. in its Report on Rural Schools says: "Longer school terms, better teachers, better grading, better instruction, more interest in the pupils, greater physical comfort on the part of the children, better supervision—these are the claims that are made for the new departure. Other things being equal, the new way is never more expensive than the old one, and often it is less expensive. Occasionally an unsuccessful experiment is reported but the great stream of testimony runs strongly the other way."

The Commissioner of Education for the United States in his report for 1894-95 says: "The district system of management of school affairs which was evolved in the laudable attempt to plant a school within the reach of every child, encouraged the establishment in thinly populated localities of numbers of small and weak schools, often having an average attendance of less than ten, sometimes of less than five pupils. This undue multiplication of small schools, resulting in a dilution of the school resources, has long been recognized as economically wasteful; that such schools are in addition pedagogically inefficient has been brought into prominence of late years through the contrast afforded by the modern graded school with its improved organisation, equipment, course of study, methods of instruction, and management and especially its well-trained and well-paid teachers. As the defects of the small district schools have become more apparent the tendency toward consolidating them into a system of strong, centrally located, graded schools has become more pronounced. The expedient of transporting at the public expense pupils who may live too far to walk has been resorted to on a considerable scale in Massachusetts and in a lesser degree elsewhere, and has been in general found to work satisfactorily."

In the report for 1897-98 of the Minister of Public Instruction of Victoria, Australia, there is the following passage:

"Under the system of conveyance 253 schools have been closed up to the 30th of June last. There are besides several instances where, instead of establishing new schools, the educational requirements have been met by conveyance. In the case of closed schools, the saving, after allowing for those schools which would of necessity have been closed in consequence of paucity of attendance, after deducting the cost of conveyance, amounts to about £14,800 per annum. The attendance of the children whom this system provides for continues to be characterised by remarkable regularity, and the system has become so popular that applications are being constantly received to be brought under its provisions."

Speaking of amalgamation of schools in centres of population the report says: "Under this scheme, up to 30th June, 1898, no fewer than 81 schools have been made adjuncts of more central and more important schools in the neighbourhood. From 1st July, 1897 to 30th June, 1898, the number of adjuncts has been increased by 5. The actual saving realised in connection with the schools that have thus been dealt with amounts to £37,000 for the year ended 30th June, 1898."

In Kingsville, Ohio, it has been found that consolidation of districts and transportation of pupils to the centre has reduced the expense of schooling these pupils from an average of $22.75 to $12.25 a year.

The principal of the schools in Madison, Lake County, Ohio, gives the following details of consolidation there: "Fifty pupils from three adjoining subdistricts are conveyed in covered vehicles or barges, at a total expense of $392 for the school year of nine months, three teams being required. All of the children are carried directly from their homes; none are compelled to walk any distance. The job of carrying these pupils is let under a written contract, each contractor giving a bond of $100 for the faithful performance of his part of the contract. The following are some of the provisions of the contract:—The contractor to furnish a covered conveyance which can be closed at the sides and ends as the weather requires, seats to extend lengthwise of the vehicle, with steps and a door at the rear end. There must be seating capacity sufficient to accommodate all of the pupils in the subdistrict without crowding. The contractor to furnish a good team, and robes sufficient to keep the children comfortable, and in very cold weather to heat the inside of the conveyance with soapstones or an oil stove. The team to be driven by the contractor or some trustworthy person of adult age who shall have control of the children, and be responsible for their conduct while they are in the conveyance, no profane, or indecent language, quarrelling or improper conduct to be allowed therein. The conveyance to arrive at the school house not earlier than 8:30, nor later than 8:55 a.m., and to leave at 4:05 p.m.

"The following are some of the good results which I can already see in the plan:—The pupils enjoy the advantages of that interest, enthusiasm and confidence which numbers always bring; pupils can be better classified and graded; tardiness and irregular attendance are reduced to the minimum; no quarrelling, improper conduct or improper language so common among children on their way to and from school; no wet feet or wet clothing, nor colds resulting therefrom."

INSPECTION.

The increase in the number of schools and pupils and the distances to be travelled have made it impossible for the inspectors to visit all schools twice during the year. Mr. Calder has been at work in Northern Alberta; Mr. Hewgill in Southern Alberta and Western Assiniboia; Mr. Rothwell in Central Assiniboia; Mr. Flett in Eastern Assiniboia, and Mr. Perrett in Saskatchewan and Southern Assiniboia.

Through joint inspections and periodical conferences we have endeavoured to arrive at methods that secure substantial uniformity of judgment and practice. An inspection implies observation and examination, with a view of determing how far the school meets the needs of the pupils and the requirements of the State.

The inspector observes the children entering and leaving the school room, coming to and retiring from class, and notes promptness of movements, economy of time, simplicity of class tactics, and positions of desks. He observes the teacher's tone of voice, manner, watchfulness, decision, courtesy, consideration for the weaker and slower children, sympathy and power to inspire. He observes whether the children are punctual, polite, cheerful, interested, orderly and systematic. He observes the neatness, cleanliness and orderly arrangement of the school room, its furniture and decoration and the provisions made for heating, lighting and ventilation, and notes the conditions of the school grounds. He observes the teacher's conduct of a recitation, definiteness of aim, selection of facts, clearness of presentation, character of drill and notes the habits of work of the pupils in seats during this period. He examines the time-table to learn what subjects are taught and how the children are employed ; he expects to find an analysis of it showing the amount of time devoted to class work and seat work respectively in each subject. He examines the children in several subjects to discover what knowledge they possess, what power to master new work they have acquired and what ability they have to give correct expression to their thoughts. He does not test all work at each visit, it being assumed that if a subject is well taught in one class it will probably be well taught in the remaining classes. He examines the registers to see that they are kept correctly and to learn something of the pupils' regularity of attendance, and length of time in their several standards. He examines the pupils' text books to see that they are clean and free from markings.

At the close of his inspection he has a brief conference with the teacher at which he praises excellent work, approves good work and suggests remedies for inefficient work. He encourages the teacher to continue to be a student and recommends books and journals that will add to his general culture and professional knowledge. He leaves the teacher with a feeling that an inspector, while a skilled critic, is a sympathetic friend who helps and inspires, yet respects individuality and independence.

He makes written reports of his inspection to the trustees and the Council of Public Instruction in which he expresses brief judgments upon the general character of the school, makes particular comments upon any special excellences or defects, and suggests needed improvements. Where opportunity permits he has personal conferences with the trustees.

He examines treasurers' books, aids in the settlement of district disputes, encourages the formation of new districts, meets with his teachers once a year in convention, and assists in the preparation of examination papers and the training of third class teachers.

It is a pleasure to state that teachers and trustees are showing an increasing appreciation of the work of our inspectors and that there is, in so many instances, an easily discernible relation between their frank reports and marked improvements in the quality of the teaching and the condition of the school houses and grounds.

NATURE STUDY.

Nature study is steadily gaining in the estimation of teachers, the appreciation of parents and the interest of children. In most schools the nature of soils and the growth of plants and flowers are studied objectively. Plants are grown in bottles, pots and boxes ; in water, sand, sterile and fertile soil. The effects on growth of light, air, moisture and warmth are demonstrated. The lessons thus learned in school are enforced by observations of the growth of plants, trees and vegetables outside the school and the homes. Common animals and birds are observed and their uses, food habits, and adaptation of form and structure to modes of life studied. These nature lessons form the basis of many reading and drawing exercises and have additional light thrown on them by the study of those kindred selections from literature which help pupils to see and appreciate the finer things in Nature. Continued progress in this study must come through broader conceptions of its aims.

There is a knowledge of Nature which contributes to the earning of a living; this is a practical view of it. This knowledge may be taught in such a way as to give a training in observation, and in scientific method; this is the disciplinary view. There is a knowledge of Nature which leads the pupil to see the beautiful in it, to enjoy it and so add to his happiness: this is the æsthetic view. There is a knowledge of Nature which, through the life history of plant and animal, throws light upon the pupil's own life, gives him an insight into all life in its unity, and leads him to look up reverently to the Author of all life—through Nature up to Nature's God—the thought that makes life worth living; this is the spiritual view. The bud that expands into a flower and develops into a fruit that nourishes my body has also a beauty that appeals to my eye and, if I will but reverently ponder it, has a message for my spiritual guidance and sustenance.

The attitude of the teacher is a most important factor in the results obtainable from this study. There are, commonly, two attitudes—that of the scientist and that of the artist—of the man who seeks to know, and the man who delights to enjoy. The teacher who is to cause the child to see Nature in her different aspects, to reap the harvest of a quiet eye, must have strayed where his children are to wander, must have seen the beauty they are to see, must have felt what they are to feel. He must have seen Nature in her scientific aspects that his knowledge may be definite; in her artistic aspects that her beauty and harmony may be appreciated; in her spiritual aspects that he may read her message, see the unity in all life, see her as the flowing vestment of an unchanging reality.

AGRICULTURE.

The pupil who has done the work in Nature Study prescribed in our first three standards has acquired that elementary knowledge of the soil, the plant, and the animal upon which the study of agriculture rests. Our public school cannot teach the art of agriculture and does not undertake to do so. It does not teach a pupil the art of ploughing but it does teach him why he should plough and the reasons for deep or shallow tillage. It does not teach him the art of harrowing or cultivating but it does teach him how harrowing or cultivating may conserve soil-moisture—one of the most important problems western farmers have to deal with. It does not teach him the art of growing different grains but it does teach him how a grain of wheat or barley, or a pea germinates, gets needful air and warmth, obtains nourishment from the soil and how tillage is related to deep feeding or shallow feeding grains. It does attempt to teach pupils the principles upon which sound agricultural practice is based and it is accomplishing its task year by year with increasing success.

The reports of inspectors confirm the statements of our best teachers that where this subject has received its due share of attention its right to a prominent place on our curriculum is undoubted, whether judged by its disciplinary effect or its practical value. That it has been taught badly by some teachers and neglected by others during the six years it has been a compulsory subject on our curriculum is admitted but there are few subjects that have not suffered similarly. The teaching of it has been opposed by some who think of agriculture only as an art, tolerated by others who consider it a concession to an important element of our population that may not be ignored with safety, and warmly supported by many who see in it not only a useful subject of study but also a means of increasing an intelligent sympathetic interest in agricultural problems and adding value and dignity to farm life.

In the examination of Public School Leaving candidates and candidates for teachers' non-professional and professional certificates, agriculture continues to be a compulsory subject. The course in the elementary schools deals in outline with soils: their formation, composition, classification and preparation for seeding; with drainage, sub-soiling and fertilising. It deals with plants: their food supply and modes of propagation; weeds—their causes and remedies; trees—their cultivation for shade, ornament and protection. It deals with Animals—the feeding, care and management of horses, cattle, sheep and swine. In the High School Standards this course is reviewed and expanded, and the principles restudied with the aid afforded by the pupil's knowledge of Physics which helps to explain "the influences of light and heat, and the movements of fluids in soil, plant and animal and the forces concerned in every machine and appliance;" of Chemistry which throws light upon life-processes of plants and animals and the fertilisation of soils; of Botany which is systematised plant-knowledge; of Physical Geography which shows how soil conditions the growth and habitat of plant and animal.

In the Normal School the course is again reviewed from the standpoint of method and the student's knowledge widened by the reading of reports of experimental stations, bulletins and monographs. It is recognized that in the elementary classes the pupils can know practically nothing in a scientific way of physics, chemistry and botany and that accordingly principles must be illustrated in a non-technical way with the materials available in the environment of the ordinary rural school. The Normal School trains intending teachers to do this.

The School Districts of Lacombe and St. Albert have large gardens in which the children assist in the preparation of the soil and the planting and care of flowers, vegetables, root crops and trees; keep observations of their growth and in a simple way combine the study of principles with practice. The effectiveness of the instruction is greatly aided by its concreteness.

I know that many teachers illustrate their lessons by references to farming operations in progress at the time in the neighbourhood, and require pupils to report the results of their observations of these, but the work would be more systematic and effective if school grounds were fenced and small plots in them set apart for demonstrative purposes.

DOMESTIC ECONOMY AND HYGIENE.

The importance of keeping the school curriculum in touch with the practical interests of life is, in theory at least, admitted by all. The general arguments that can be advanced in support of the teaching of the principles of agriculture to boys can to a still greater degree be applied to the teaching of the principles of domestic economy and hygiene to girls. When school life ends there is a home life to be lived and no woman can afford to be ignorant of the general principles that underlie the sanitation of the home, the selection and preparation of foods, the laws of health and the treatment of common accidents and ailments. The state which compels instruction to be given in reading, writing, and the elementary studies on account of their effect on the intelligence of the individual and on the civic and industrial welfare of its people, should take the next logical step and make compulsory a knowledge of the principles of sanitation and housewifery on which, to so great an extent, the health and happiness of its citizens depend. The economic value of such instruction is evident.

The girl, in after life, will have occasion to use this knowledge hundreds of times for the once she will have to use her knowledge of much of the geography, history, arithmetic and algebra she has learned. It can be presented in such a way as to lead her to observe carefully, infer cautiously, judge accurately and so benefit intellectually by the discipline afforded. It will increase her practical power. It will through a knowledge of underlying principles tend to convert what is too often in the home an unintelligent drudgery into an interesting and even attractive service. It will dignify house craft and add to the health, comfort and happiness of the family.

There is no institution in the state other than the school that can undertake this work. A series of lessons may be given that will illuminate and systematise the knowledge that the girls may have acquired in a practical way at home, and that will lead them to continue reading and reflecting after their school course ends. There are inexpensive text books containing much of this information. In the Normal Schools, where teachers can be prepared to present this subject as intelligently as any other, there can be given in addition, the results of experiments on human foods and the rational feeding of man as recorded in the bulletins of experimental stations.

The practice of domestic economy cannot be taught now in our schools but its principles can. We cannot, for example, bring the kitchen range into the school yet, but we can make clear to girls the food value and digestibility of the potato and how this food value may be wasted when the potato is boiled in certain ways. From similar examples we can deduce a principle in cooking that will give intelligent direction to practice in the home.

The following syllabus of instruction in one phase of domestic economy, for girls over thirteen years, will illustrate what is suggested. It is an adaptation of the English Code :

FOOD AS BODY-WARMER.

(*a*) Starch and sugar. Examples :—Potatoes, rice, flour.

(*b*) Fat. Examples :—Butter, fat of meat, oil.

FOOD AS BODY-FORMER.

(*a*) Flesh-making. Albumen. Examples :—Meat, eggs, milk.
Vegetable Albumen. Examples :—Peas, beans, flour, oatmeal.

(*b*) Minerals. Use in purifying the blood and hardening the bones—salt, lime, acids. Examples :—Fruits, vegetables, milk.

MODEL FOOD.

Milk and its products.

MIXED DIETS

Containing albumen, starch and fat. Examples:—Bread and cheese, meat and potatoes, bacon and beans, rice pudding, lentil soup, Irish stew.

DIETARY STANDARDS.

Balanced rations.

DRINKS.

Feeding, as milk and cocoa. Thirst-quenching, as water. Stimulating, as tea and coffee. Intoxicating, as beer and spirits.

COOKING.

Effects of sudden and gradual application of heat.

Methods of cooking: roasting, boiling, steaming, stewing, broiling, frying, baking—advantages and disadvantages of each.

Economy in cooking: stock pot, dripping jar.

If it be objected that the curriculum is too crowded to permit its introduction then girls should be given this as an option, though I believe if less details were taught in some subjects there would be ample time for it. In this way needlework, a manual art which should form part of the equipment of every woman, has been introduced into some of our schools, without the traditional subjects losing thereby.

Our present course in Hygiene covers all that can profitably be considered in a public school. If the subjects were grouped, and stated in greater detail, the teaching would probably be more systematic.

SUBJECTS.

The reports of the inspectors show that steady progress is being made in the teaching of the different subjects on the programme. They make special mention of the greater attention paid to expression, neatness and accuracy. There are certain subjects, however, where progress is not as marked as it should be, and this is owing mainly to defects in the training and previous experience of the teachers.

MANNERS AND MORALS.

In "Manners and Morals" our inspectors are informed too frequently that "incidental instruction is given as occasion demands." Observation of the behaviour of the children, and examination of what they know about the topics named in the Programme of Studies reveal the effects of this incidental work and emphasize the value, here as elsewhere, of systematic and definite instruction. "Manners" is a fine art based on imitation, and on a genuine respect for the rights and duties of others. A knowledge of these rights and duties does not come by instinct. It has to be taught. The relations of a pupil to his fellows and to society are not known intuitively. This necessary knowledge must be taught if moral action is to have a rational basis. Inspectors report that there are schools where the external forms of conduct are satisfactory yet the pupils are not honest in their work, given to falsehood rather than confession in cases of clear wrong-doing, and do not appreciate the necessity for respecting and protecting the reputation of others.

More attention is given to this subject each year, yet progress is slower than it need be. Our teachers are drawn not only from our own schools but from every province in the Dominion. As a consequence some give this subject due attention, others are content with incidental instruction, too many ignore it except when a case of discipline forces them to deal with some phase of it. If, as Matthew Arnold has said, "Conduct is three-fourths of life," and if school is a preparation for life, surely the subject has a right to a prominent place in the teacher's thought and a definite position in his school work. Those who have made little or no preparation for the systematic presentation of this subject will find White's "School Management" a very suggestive book.

ART STUDY.

Through the work done in the Normal School by Miss Nimmons and Miss Little an impetus has been given to art study that promises to be far-reaching. Two lines of work have been undertaken—drawing and the study of pictures.

I said in a previous report: "Drawing can be taught to all pupils who can learn to write, and it is of use to all. It trains the powers of observation, for the child must observe carefully to represent truly. It gives an added means of expression—clearer perhaps than either speaking or writing. It makes the hand skilful and enables every artisan to construct and read working drawings and so aids him in his life work. It arouses and makes active the creative ability of the child and it leads him to see and appreciate the beauty in what surrounds him, and strengthens his desire therefor." Our course is necessarily an elementary one and prominence is given to objective and industrial drawing. In the study of pictures we have made a beginning.

Children are taught to read the masterpieces in literature, and to enjoy them; to understand life better through them, and to be elevated by them. Literature has an assured position in the curriculum. But the master in literature is not the only master who has a message for us. Painters have embodied in forms and colours of exquisite beauty their thoughts on the great questions that have affected man and he who has learned to read these finds them a delight to his eye and an inspiration to his heart—a restful, refining influence in his life. Turner in his "Fighting Temeraire" and Oliver Wendell Holmes in his "Old Ironsides" have dealt with practically the same subject. Each declares with kindled feelings but through different mediums that "The old order changeth, yielding place to new." Why not teach the child to read the picture as well as the poem? Why not endeavour to cultivate this side of his æsthetic nature and so help him to live a higher life while struggling to make a living? Books, pictures and music make us forget our weariness and worries, afford us ennobling pleasures, elevate our tastes and inspire us to higher effort. If we neglect to bring these refining influences to bear upon the child of the pioneer we starve one side of his nature, lessen his value as the coming man and lower the level of future citizenship.

Primarily this is not so much a question of money or time as of teachers. Copies of great pictures were never so cheap as now; a few minutes of instruction each week from a teacher fitted for this work by knowledge and sympathy, and the child may be left to reap the harvest of a quiet eye. During this year, and chiefly through the efforts of the teachers, many of the Perry pictures, the Prang series and the Witter series have been placed on the walls of school rooms and have served for decoration and for study. These copies are, in selection and mechanical execution, surprisingly good and so cheap—many but a cent each—that every school may have a collection. Such books as Emery's "How to enjoy Pictures" and Van Dyke's "How to judge a Picture" are helpful to teachers who have had little art instruction. The Normal School is under special obligation to Rev. Hunter Boyd for a gift of a number of books on art topics and for his encouraging interest in this department of study.

In Music, which may be considered as another division of art study, there is a marked improvement in the quality of the selections used for rote songs. The number of schools giving systematic teaching in singing is greater than at any previous period, but there are many schools where the teachers do not know how to give instruction in this subject.

The chief hindrances to progress lie in a number of teachers now in the schools who have had no training in these phases of art study, and in the continued admission of teachers from provinces where this work is not done. Through special schools in the holiday seasons, through institutes and correspondence classes these teachers should be provided with opportunities to acquire this necessary knowledge and skill and a date should be fixed after which all persons desiring to teach in the Territories should be required to present as complete evidence of their ability to teach these subjects as any others in the curriculum.

EQUIPMENT.

Progress in equipment is slow but steady. Better desks and an increasing number of single desks, better and larger blackboards, more globes and maps, more reference and reading books are reported. Some trustees have been more liberal than wise in their expenditure for equipment. In one part of the Territories a shrewd agent disposed of a number of quite expensive but rather useless geography charts which the Council had refused to authorise. Half this money expended on suitable reference books in geography would have been of much greater service. In rural districts, to the minimum requirement of a dictionary, a numeral frame or its equivalent, a set of weights and measures, a globe and maps of the world and the Dominion of Canada, a number of schools have added sets of supplementary readers in literature, history, geography and nature study, and have begun to form school libraries.

Some departmental aid and direction should be given to the establishment of libraries in every district. It is unnecessary to urge the stimulating effect of these on pupils and parents. They supply the best reading for the largest number at the smallest cost. Through their books on literature, history, science and art they aid the teacher in his daily task and continue his work after his pupils have ceased to attend school. Progress, so far, is due mainly to the teachers who secure funds for the maintenance and extension of libraries through entertainments and subscriptions. In comparatively few schools have trustees voted money for this purpose.

BUILDINGS.

In the erection of new buildings greater care is given to sanitary conditions than formerly. Letters come to the Department asking for plans showing the best devices for heating, lighting and ventilation. If there were prepared several plans of buildings suitable for rural and smaller urban schools where the services of a school architect are not easily obtained, trustees would use them to the manifest advantage of health, education and architecture.

Inquiries are frequently made as to methods of improving the inadequate ventilation of rural school buildings erected years ago. As these buildings are generally heated by stoves I have recommended the plan described by Mr. John Dearness, inspector of schools, London, Ontario: "The plan to be described is applicable to new or old buildings, is economical in its use, and has been installed with slight modifications to suit special circumstances in a number of schools at a cost varying from $25 to $45. The stove commonly used here in schools is a heavy oblong box but the description is modified to suit other forms.

"A tight-fitting 24-gauge galvanised iron jacket is constructed over the rear half of the stove. The fresh air is brought in by a pipe of 144 to 200 square inches in cross section (or through a duct made by 'under-flooring' two of the joists) under the floor from openings, covered with heavy screens in the outside wall to an opening under the stove (jacketed part). If the duct is carried through from side to side of the building, it should be partitioned in the middle under the stove so that the air shall come into the room instead of blowing directly through the duct.

"The slide under the stove is closed when the schoolroom is not occupied, and at such times two slides in the sides of the casing are opened so that the air of the room circulates through the casing.

"The jacket being on the rear half of the stove (which should be placed as near the door as possible) serves as a screen from excessive radiation for those seated near the stove. The other half of the stove being uncovered affords considerable radiant heat, which is a valuable means of quickly warming children coming in cold in the morning. The stoves are commonly from 36 to 50 inches long.

"The foul air is drawn off at the floor by a flue at each side of the room back of the seats. These two flues are carried up along the wall to the height of the stove pipe and then taken horizontally across to a half-drum partitioned at the end which rests upon the stove pipe for six to twelve feet of its length. From this drum the air is conducted up through the ceiling and roof by a vertical flue.

"The total capacity of these flues should be not less than 2½ square inches for each pupil. They are provided with slides at the floor to be closed in the evening, so that by opening the side-slides in the jacket exclusively internal circulation is secured.

"Another slide at the ceiling, pulled down to open and pulled up to close by a couple of light chains, opens to cool the room when it becomes too warm and is left open in the hot weather in summer."

In some of our "colonies" certain influences have been brought to bear upon the people to have them erect churches and use them or parts of them for school purposes. Recently it has become evident that there is a growing determination on the part of a number of these people to erect school buildings first and use them for church services until they are able to erect churches.

In outlying districts there are still some log buildings open to the rafters, "chinked" with clay, and banked with manure which is not always removed in the early spring. Dirty within and cheerless without, their effect upon the children is bad. Too frequently it is negligence, not poverty, that is the cause, and the inspector finds ample scope for missionary work in his visits to the trustees. There are still some villages and towns where the janitor thinks he has done his duty when he scrubs the floor and dusts the walls once in three to six months. There are trustees who deem it a sufficient reply to an inspector's complaint of lack of cleanliness at his spring visit to assure the department that their "schools were cleaned thoroughly last midsummer!" But there are also schools, and an increasing number of them, where cleanliness reigns and flowers in the windows and pictures on the walls give a happy home-like look to the rooms where the child spends so many of his formative hours.

The effect of school environment is well described in the Report of the Committee on Rural Schools: "No better educational influence can surround the children than a well arranged school room, whose floors and windows are clean, whose walls are free from dust and decorated with pictures, whose school grounds are well ordered and shaded by trees and adorned with flowers, and the school presided over by a qualified teacher who is the personification of neatness and good cheer. Under such conditions the child is self-restrained, and respects himself because his surroundings are respectable. The child naturally puts himself in harmony with his environment. If the teacher is neat and the school house is in proper order, the pupil will copy the example. Day by day beautiful, comfortable and clean surroundings will have their ethical influence upon his development, until he comes in time to abhor anything that is not beautiful, well ordered and clean. The reverse of this feature is also true. The rural school house, generally speaking, in its character and surroundings, is depressing and degrading. There is nothing about it calculated to cultivate a taste for the beautiful in art or nature. If, under the influence of intelligent supervision, this can be changed, it will be a work over which coming generations will rejoice.

"There is scarcely a sounder principle in pedagogy than that care begets care; order, order; cleanliness, cleanliness; and beauty, beauty. Things conspicuously good command the respect of children, invite their imitation, and in ways, real though obscure, sink into their souls and mould their being. The power of good example in men and women no one disputes, but there is power akin to it in things, provided they embody the better thoughts of men and women,—a power of which more should be made in school management than is made at present.

"If children are daily surrounded by those influences that elevate them, that make them clean and well ordered, that make them love flowers and pictures and proper decorations, they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own, they must have them clean, neat, bright with pictures and fringed with shade trees and flowers, for they have been brought up to be happy in no other environment. The true test of our civilisation and culture is the kind of home we are content to live in; and the influences of our schools should help to form a disposition for those things that make home life happy and healthy. If the farmer's boy can be taught to love books when he is at school, he will have a library in his home when he becomes a man; if the farmer's girl can be taught decoration at school, she will want pictures and flowers and embroidery when she becomes a woman. . . . The silent influence of clean surroundings, of cheerful teachings, of classical pictures and music and literature, the presence of flowers and their care, the planting of shade trees and studies of their growth, will be a supervision so constant and so searching that no child can escape it. Under its potent warmth, like the steady, quiet shining of the sun, the child plant grows into all the marvellous possibility of flower and fruit."

INSTITUTES.

Under the direction of the Council I conducted institutes at Moose Jaw, Wolseley, Calgary, Edmonton, Red Deer, Regina, Saltcoats, Moosomin and Prince Albert. Lack of time compelled me to decline invitations to conduct similar meetings at a number of other centres. The statistics of attendance given on page 8 do not include the many visitors present at the sessions each day nor the large number of citizens who attended the general meetings held in the evenings. Very few teachers within reasonable distances failed to be present. I gave addresses at the day meetings on Memory, Spelling, Arithmetic, Canadian History, Nature Study and Agriculture and, at the evening meetings on "The Responsibility of Parents in the Education of Children." A "question-drawer" afforded teachers an opportunity to obtain advice on special difficulties.

Through the co-operation of superintendent, inspector and teachers these institutes do much for unification and elevation of aims. They are sources of stimulus and inspiration bringing the isolated teacher in touch with the freshest professional thought and the ablest workers in his vocation. They are the best means of introducing new phases of work and giving assistance in connection therewith to teachers who need aid. Through the evening meetings they are helpful agencies in developing a right educational sentiment in a community and encouraging the school authorities to higher effort.

TEACHERS.

The supply of teachers in well settled districts is sufficient; in outlying districts there is difficulty in getting good teachers to accept pioneer conditions; into our "colonies" very few teachers have gone. The difficulty of securing teachers is increased when some trustees require applicants, in addition to the legal qualifications, to speak a certain modern language and be a member of a certain church. We are not yet wholly free from appeals of friends and relatives to grant provisional certificates to impecunious persons without the required scholarship or training. The rights of the children, quite ignored by these people, are considered of paramount importance by the Council and provisional certificates are refused till it is made manifest that qualified teachers cannot be obtained. The rule is: "Provisional certificates are issued to persons who present such evidence of scholarship that there is a reasonable probability of their being able to pass the next teachers' examination. These certificates are not issued till the trustees declare that they have advertised for a qualified teacher and have used all reasonable effort to secure one but without success. Then upon application of the trustees—not of the would-be teacher—a provisional certificate is issued, valid for that school only, and terminating at the opening of the next examination for teachers."

In the engagement of teachers, willingness to accept a small salary is too frequently a more potent influence than good character, graceful manners, broad scholarship and professional skill. So long as this continues these schools will fail to secure and retain the best class of teachers. Progress in the education of the people to a juster recognition of the qualities essential to a good teacher is slow. Permanency of tenure is the rule in village and town schools, the exception in rural schools. Progress is much retarded by frequent changes of teachers.

Mental and moral tests of qualification are required of all teachers. There should be a physical test as well. Tuberculosis is known to be a contagious disease yet persons infected with it come here seeking relief in our climate and secure employment in our schools. Candidates for certificates should be free from any disease or infirmity which would unfit them for the work of teaching.

Under conditions specified in our Regulations persons holding professional certificates, other than third class, issued in any of the provinces or the British Islands may receive certificates here without undergoing further examination or training. Each year a number of teachers are admitted under this Regulation and each year inspectors draw attention to certain difficulties arising therefrom. These teachers as a rule are not lacking in general scholarship or teaching ability, but they do not understand our conditions, are ignorant of our school laws, fail to appreciate our aims and neglect, to a surprising extent, to read and interpret correctly our Programme of Studies. As a result too much of their first year's work is misdirected if not wasted and the inspectors, with the limited time at their disposal for each school, can do but little to remedy these defects. The inspectors are unanimous in recommending that before receiving authority to teach, these persons should be required to take such a course of training as would make them familiar with our conditions and laws, and put them in touch with our aims and methods. A number of our best teachers have urged the necessity for such a course.

DOMINION EDUCATIONAL ASSOCIATION.

In August I attended the triennial meeting of the Dominion Educational Association held in Halifax, Nova Scotia. Representatives of all the provinces, except Manitoba, were present, the enrollment exceeding 700 members. As the volume of Proceedings and Addresses has not been published yet and as the association received aid from the Territorial Government, I give the minutes of the meetings. From these it will be seen that all phases of educational work from the kindergarten to the university were considered. A valuable feature of the meeting was the opportunity afforded superintendents to compare systems of management and lines of progress.

EMPIRE DAY.

The Dominion Educational Association, after due consideration, passed the following resolution :—

" Resolved :—That this Association recommends that the school day immediately preceding May 24th, be set apart as 'Empire Day' and that the Departments of Education in the Provinces and Territories be respectfully requested to arrange for such exercises in their respective schools as will tend to the increase of a sound patriotic feeling."

For years, in a quiet and effective way we have been building up a sound patriotic spirit. In history and literature the younger children study the lives of great men and are helped to draw moral and civic lessons from their acts and motives. Obedience to duty, and respect for law and authority, as they are developed in these lessons, receive praise and their practice is required in the class room. The boy who loves his mother and is obedient to her and to his teacher is laying a good foundation for love of country and obedience to its laws.

Later, in dealing with great national events, pupils are helped to understand, so far as they are able, the rights and duties of the actors, the motives that prompted action, and the ethical value of these. They are led to see that accomplishment is not the true test of the worth of an act done either by the state or the individual. Respect for the rights of others as well as regard for our own, in small matters as in great, is taught in these lessons and practised in the schools. The boy who learns in the home and the school to have an intelligent respect for the rights of his fellows, and to do his duty in the scorn of consequence is laying a sound foundation for civic usefulness.

Later still the chief duties that a citizen owes to his municipality and country are presented and pupils are led to recognise that each man has public as well as personal and family obligations and that it is the duty of each man to help in shaping public affairs. The greatness of their country, its relation to other countries, the rights and duties arising therefrom and the similarity of these to those affecting individuals are matters of study and discussion.

From the first, pupils memorise poems and sing songs that intensify the feelings aroused by these studies. Intelligent thought stimulated by emotion is to pass over into definite purpose and out into rational action.

There is a patriotism that prompts men to go to war and if need be to die for their country. There is a patriotism that arouses the civic spirit and prompts men to live for their country, performing civic duties at home on election day and every other day. This patriotism, beginning in love and obedience and respect for authority in the home, and continuing in the school, can be depended on in the community and the state. It is not a patriotism that willingly lends itself to "flag" days and parades and "orations" but it can be relied upon at the ballot box and in the hour of the nation's peril when deeds rather than words are wanted. It is not a British characteristic to exhibit the heart on the sleeve or the deepest feelings at the lips. Let us speak with enthusiasm of the great deeds that won the Empire but let us remember that it is the doing each day intelligently, faithfully, fearlessly, zealously the lesser deeds that will keep the Empire "dear for her reputation through the world."

I have the honor to be,
Sir,
Your obedient servant,

D. J. GOGGIN,

Superintendent of Education.

APPENDIX "A."

Maintenance of Schools.

Schools are maintained by Legislative grants and by local taxation. The Legislative grants are fixed by Ordinance and the following are the provisions governing them :—

There shall be paid from and out of any moneys appropriated by the Legislative Assembly for schools, in aid of schools organized under and conducted according to the provisions of the Ordinance, Night Schools, Normal Schools and Teachers' Institutes excepted, an amount to be calculated as follows :—

- (*a*) To each school having an average attendance of at least six pupils for the days during which it has been open in any term, a sum for $1.40 for each day the school is open : Provided, that the total number of days in each year for which grants may become payable shall not exceed 210 ;
- (*b*) For every pupil in average daily attendance an additional amount of $1.50 per school year of 210 days ;
- (*c*) To each school where a teacher is employed who holds a first-class professional certificate the sum of 20 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching ; and to each school where a teacher holding a second class certificate is so employed, the sum of 10 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching ;
- (*d*) To each school attaining a minimum grading upon the reports of its inspection, as prescribed by the Council of Public Instruction, on its efficiency in respect to buildings, equipment, government and progress, a sum not exceeding 15 cents nor less than 5 cents may be paid according to such grading, for each day (not exceeding 210) on which the school has been kept open during the year ;
- (*e*) To any high school complying with the provisions of the Ordinance and the regulations of the Council of Public Instruction, a special grant of seventy-five dollars per term ;

Provided, that in case the sum of the grants to be paid in any term under sub-sections (*a*), (*b*) and (*c*) of this section shall exceed 70 per centum of the salary actually earned by the teacher during that term, the amount of the grant under the aforementioned subsections shall be reduced to the amount of the said 70 per centum of salary paid ;

Provided further, that payment may be made in respect of the amounts earned under subsections (*a*), (*b*) and (*c*) of this section at the end of the terms closing on the thirtieth day of June and the thirty-first day of December, on receipt of the return prescribed by the Council of Public Instruction and provided for in subsection (2) of section 91 of the Ordinance ; but the grant earned by any school under clause (*d*) shall be paid only with the last payment of the year ;

Provided further, that in schools that are only open during a portion of the year payment may be made in respect of the amounts earned under clauses (*a*), (*b*) and (*c*) as soon as the school closes for the year on receipt of the return prescribed by the Council of Public Instruction and provided for in subsection (2) of section 91 of the Ordinance;

Provided further, that in schools where more than one teacher is employed, each department shall rank as a school under the provisions of clauses (*a*) and (*d*) of this section, when the average attendance of the whole school shall at least equal 20 pupils to each teacher employed; but no board of trustees shall engage an assistant teacher (expecting Government aid on that account) without having given the Department of Public Instruction at least three months' notice of their intention to do so and having received its approval;

Provided further, that the amount or amounts shown in the treasurer's return, provided for in subsection (2) of section 91 of the Ordinance, to be due to any teacher or teachers, shall be paid direct and proportionately to such teacher or teachers to the extent of the grant;

Provided further, that no grant shall be paid to any school district until the bond of the treasurer provided for in section 90 shall have been received and registered by the Council of Public Instruction:

Any school which has been closed on account of the absence of the teacher in attending a teachers' institute held under the Regulations of the Council of Public Instruction, shall be entitled to all grants as if the school had been actually in operation during such period. For the purpose of computing the grant for such period the average attendance for the week immediately preceding the closing of the school shall be deemed the actual attendance during the period it remains closed from this cause.

Upon the recommendation of the Chairman of the Council of Public Instruction the Lieutenant-Governor in Council may order the payment of a special grant to any school, whether organized according to law or not, out of the general revenue fund of the Territories.

Whatever additional sums may be necessary for the conduct of the school are raised by local taxation. Two sections of land (1280 acres), in each township are reserved and held in trust by the Dominion Goverment as school lands for aiding and promoting education. This means an endowment of about eleven million acres.

APPENDIX "B."

PROGRAMME OF STUDIES

FOR THE

Schools of the North-West Territories.

July 1st, 1895.

This Programme is based on a *minimum* requirement for each Standard. It is prescribed by the Council of Public Instruction as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an Inspector who shall forthwith report to the Council. The work in each Standard includes a review of the essentials in previous Standards.

It shall be the duty of each teacher to make a Time Table, based on this Programme, and to present it to the Inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

STANDARD I.

Authorized First Readers. Authorized Supplementary Readers.

STANDARD II.

Authorized Second Readers. Authorized Supplementary Readers.

STANDARD III.

Authorized Third Reader. Authorized Supplementary Readers.

STANDARD IV.

Authorized Fourth Reader. Authorized Supplementary Readers.

STANDARD V.

Authorized High School Reader. Authorized Supplementary Readers.

ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth Standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

STANDARD I.

Part I. Phonic analysis and synthesis, copying words, oral spelling.

Part II. Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupil can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

STANDARD II.

Phonic analysis and synthesis; transcription; oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject matter—words to be arranged so far as possible in groups according to similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

STANDARD III.

Careful attention to spelling in all written work; exercises as in previous Standards; division of words into syllables and marking the accent; common abbreviations and contractions; simple synonyms.

STANDARD IV.

Exercises as in previous Standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

STANDARD V.

Exercises as in previous Standards. Derivation and composition of words, exercises being confined mainly to words which have an English primitive. (Consult "High School Grammar," Chap. IV, especially pp. 88-90, exercises I-X.

COMPOSITION.

(*a*) Compositions should consist, almost entirely, of expressions of thoughts evolved in the teaching of such studies as Geography, History, Agriculture, Literature, etc. (*b*) Through progressive exercises both critical and constructive the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

STANDARD I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in Reading, etc.

STANDARD II.

(*a*) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in Reading, History, etc.; simple letter writing.

(*b*) Combining thoughts into a simple sentence; mechanics of a composition—heading, margins, etc.

STANDARD III.

(*a*) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the Paraphrase.

(*b*) Sentence structure in outline; use of the Paragraph; forms for letters, accounts, and receipts; drill to correct the chief errors revealed in written expression.

STANDARD IV.

(*a*) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the Summary (Abstract); social and business letters.

(*b*) Sentence-structure: Paragraph structure and outline; drill to correct the chief errors revealed in written expression.

STANDARD V.

(*a*) Correct oral expression of thoughts evolved in the teaching of all subjects: rapid, accurate, and legibly written expression of these thoughts; Essay writing (Themes.)

(*b*) A systematic summary of the principles and maxims of expression previously discovered in practice; application of these in the correction of errors revealed in written expression; paragraph structure; pupils trained to criticise compositions in a methodical way.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require. (Composition.)

Through the logical forms of subject, predicate, and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and and minute analysis should be avoided.

STANDARD I.

Oral correction of colloquial errors.

STANDARD II.

Correction of colloquial errors; division of a sentence into subject and predicate.

STANDARD III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purposes of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

STANDARD IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

STANDARD V.

An intelligent comprehension of the prescribed text book.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

STANDARD II.

Canadian History.—Lives of distinguished men described, e.g.—Columbus, the Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their characters to teach moral discrimination and, ultimately, to derive principles of conduct. Reading and reciting of patriotic poems.

STANDARD III.

Canadian History.—Outline study of leading features, e.g.: Discovery; exploration; struggle between the French and English Colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—Feudal, Freehold, Leasehold, Seigniorial; Reciprocity Treaty; British North America Act, etc.

English History.—Biography of persons honoured as types of state or individual life—e.g.: Caractacus, Julius Cæsar, (Arthur), Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this Standard the presentation is to be oral, no text book being prescribed. After the lesson, supplementary reading should be encouraged.

STANDARD IV.

Canadian History.—The text book studied as a review and expansion of the topics discussed in the previous Standards.

English History.—Outline study of each people or period to exhibit its chief characteristics, e.g.: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of land; gave us the body of our English tongue; became Christian from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

STANDARD V.

Canadian History.—An intelligent comprehension of the prescribed text; comparison of constitutional struggles in Canada with corresponding ones in England; outline study of how we are governed—parliamentary, judicial, municipal and school systems; our civic duties—voting, office-holding, tax-paying, support of law, etc.

English History.—The text book studied as a review and expansion of the topics discussed in previous Standards. Grouping of the essential facts in each period under topics indicating phases of progress, e.g.: Political, industrial, intellectual, æsthetic, religious—to show the growth of the nation.

GEOGRAPHY.

STANDARD I.

Direction: Position of the sun in the morning at noon, in the evening; cardinal points of the compass; location of important places and objects by pointing with the hand and naming the direction.

Water: Observation of forms of water such as clouds, fog, mist, rain, dew, frost, snow and ice as they occur to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

STANDARD II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain, valley, prairie; cape, peninsula, isthmus, island; relation of these bodies to one another; their uses. (Teacher's reference: "How to study Geography," pp. 145-159, etc.)

Water: Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; as to uses and effects of each. Effects of sun and wind on these.

Spring, brook, river—source, banks, branches, mouth—lake; bay, sea, strait; relation of these bodies to one another; their uses.

Winds: Calm, breeze, gale, storm, hurricane; effects on land and sea, on plants, animals, people, vessels.

Maps: Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

STANDARD III.

Land: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to study Geography," p. XXV and pp. 145-147.)

Water: River systems.

Continent Structure: Great slopes, continental axis, land masses, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: "How to study Geography," pp. 13-51 and 146-152.)

The World as a Whole: Relief:—World ridge from Cape Horn to Cape of Good Hope.

Lowlands: World basins—their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting, world river systems.

Winds: Elementary ideas of causes and influences of Trade winds, Return Trades, Polar Currents, Moonsoons. (Consult "Child and Nature," pp. 170-174.)

Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and Polar Streams. (Consult "Child and Nature," pp. 174-176.)

Rainfall: Formation of clouds and rain; places of much, little or no rain; reasons.

Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)

Productions: Chief agricultural, grazing, lumbering, and mining regions. (Consult "Child and Nature," p. 185.)

People: The different races and their distribution.

NORTH AMERICA.

(References for Teacher's use. Parker's "How to study Geography," pp. 185-218. King's "Methods and aids in Geography," chapters XIII-XVI. "The Story of our Continent."—Shaler.)

Position.

Structure: General description of primary and secondary highlands, river basins.

Drainage: Great water-partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—their causes and influences generally.

Natural Productions and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Railways: Noted trade routes.

Cities: Prominent commercial centres of the continent and their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

North-West Territories: Studied generally as a review of a section of the continent; the agricultural, grazing, lumbering and mining regions; chief trade routes; about a dozen towns.

STANDARD IV.

Dominion of Canada studied as a review, with additions, of a section of the continent of North American. Same topic as for continent study. (Teacher's reference: "The Geography of the British Colonies," by Dawson and Sutherland.)

South America. Outline study, comparing its structure, drainage, coastline, climate, and productive regions with those of North America. Political divisions—mainly Brazil, The Argentine Republic and Chili. (Teacher's reference: "How to study Geography," pp. 218-224. The "Geographical Reader"—American Book Company.)

Eurasia. (Europe and Asia.) General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to study Geograpy," pp. 224-263.)

Europe. Under the same topics as North America. Comparisons.

Asia. Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

STANDARD V.

Africa and Australia. Brief study of general structure; brief comparisons of main features with those of other continents.

British Empire.

Motions of the earth, day and night—reasons; latitude, longitude, tropics, polar circles, eclipses.

Heat, winds, ocean currents, tides, rainfall, dew, ice, glaciers, etc.

Distribution of soil, vegetation, animals, races of men, minerals; causes. Great commercial centres of the world, great routes of commerce. (Teacher's reference: "How to study Geography," pp. 301-338; King's "Methods and Aids," chapters XVI-XVIII.)

NATURE STUDY AND AGRICULTURE.

(Teacher's reference books: Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants," Grant Allen's "The Story of the Plants.")

To interest pupils in Nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in Spring though not restricted to that season.

This study should be connected with Language, Drawing and Geography.

STANDARD I.

Plant Life:
- Seeds: Bean, pea, sunflower, corn, wheat.
  - Germination: its conditions—light, air, moisture, soil, warmth
  - Structure: covering, cotyledons, embryo.
- Seedlings: Parts—stems, roots, leaves.
- Buds: Poplar, willow, maple, elm, spruce.
  - Covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish,
  Covering, food, uses.

STANDARD II.

Plant Life:

Seeds: Fuller study of the germination, growth and structure of seeds selected from Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkin or squash, raspberry or strawberry; the uses of their parts to the plant and to man.

Animal Life: Fuller study of the animals selected for Standard I, including structure of feet, head and teeth; relation of structure and habits.

STANDARD III.

Plant Life:

Leaves: Their position, arrangement, form, and venation; their relation to sunlight, air and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms, and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Public School "Agriculture" Chap. III.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat:—adaptation of their forms and structure to their modes of life.

STANDARD IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or Wild Buckwheat, Tumble-weed, Hedge Mustard, Stink-weed, Russian Thistle; methods of destroying. ("Agriculture," chap. XII.)

Trees: Their cultivation for shade, ornament and protection, ("Agriculture," chap. XIX.)

Soils: Preparation of, for seed. ("Agriculture," chap. VI.)

Animals: Feeding, care and management of horses, cattle, sheep, and swine, ("Agriculture," chap. XIV.)

Insects: Growth, classification, remedies. ("Agriculture," chap. XII.)

STANDARD V.

Tillage: Drainage, fertilizers, subsoiling. ("Agriculture," chap. V.)

Crops: Their growth, management, rotation; diseases, remedies; soiling crops. ("Agriculture," chap. VII, VIII, IX, XI.)

Animals: Principles of feeding. ("Agriculture," chap. XIII.)

Dairying: ("Agriculture," chap. XVII.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important, Problems should, so far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning, accuracy of statement and elegance of form in the solutions of problems should be emphasized. Pupils should have regular practice in the construction of problems The subject matter of Nature Study, Agriculture, Geography, etc., furnishes interesting data for many problems.

STANDARD I.

(Teacher's reference: Wentworth's "Primary Arithmetic.")

PART I.

Numbers 1 to 12—their combinations and separation, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth; one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh; (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five cent and ten cent coins; simple problems.

PART II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth ...... .one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially in addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

STANDARD II.

(Teacher's reference: Wentworth's "Primary Arithmetic.")

Numbers 25 to 100. Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth...........one-one-hundredth. Addition, substraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50%, 25%, 10%, 5%, 33$\frac{1}{3}$%, 12$\frac{1}{2}$%; relation to fractions.

Use and meaning of pound, bushel, square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100 by ones, twos, etc., to tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

STANDARD III.

Notation and numeration; simple rules.

Common Fractions: Addition, subtraction, multiplication and division of fractions whose denominators do not exceed one thousand. Common Factor and Common Divisor as needed in fractions.

Decimal Fractions: Addition, subtraction, multiplication and division to tenths, hundredths and thousandths; relation to Common fractions.

Percentage: Easy problems in Simple Interest and Profit and Loss, using such applications as occur in ordinary mercantile business, Remaining Weights and Measures used in practical life, taught and applied; measurement of surfaces and right angled triangles; contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

STANDARD IV.

Common Fractions. Decimal Fractions, omitting Recurring Decimals.

Simple Interest, Profit and Loss, Commercial Discount, Commission. Problems should be confined to cases occurring in ordinary mercantile business.

STANDARD V.

Ratio and Simple Proportion with their applications to Partnerships; Square Root.

Mensuration: Chapters VII to IX, inclusive, in Hill's "Lessons in Geometry."

Geometry: Hill's "Lessons in Geometry."

At first the pupil should discover geometrical truths through measurement, drawing, construction and superposition rather than logical demonstration. In demonstrations, clearness of reasoning, accuracy of statement, and elegance of form should be emphasized. "The subject matter of each lesson should be considered in its relation to life, that is the actual occurrence, in nature and in the structure of machines made by man, of the geometrical forms studied: and the application of the propositions to the ordinary affairs of life should be the basis and the outcome of every exercise."

Algebra: First 100 exercises in Clarkson's "Public School Algebra." —Scholar's edition.

DRAWING (PROVISIONAL COURSE.)

(Teacher's reference: The Prang Primary Course in Art Education—Parts I and II by Hicks and Locke.)

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

STANDARD I.

Teach the following forms as wholes from type solids and objects:

Sphere and similar forms, natural and artificial, e.g., ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, e.g., pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, e.g., box, chest, basket, inkstand, lumps of sugar, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of these parts: compare them.

Illustrative sketching in connection with Nature Study.

STANDARDS II AND III.

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, e.g., half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, e.g., bandbox, coin, etc.

Half Cube, square prism, right angled triangular prism, and similar forms, natural and artificial, e.g., box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square and rectangle from the solid. Draw objects based on these figures, e.g., pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with Nature Study.

STANDARDS IV AND V.

The work of previous Standards, and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, e.g., lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustrum, and similar forms, natural and artificial, e.g., carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustrum and similar forms, natural and artificial, e.g., cupolas, pyramids of Egypt, basket, etc.

Draw, from the solids, the geometric figures, circle, ellipse and oval and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, e.g., target, circular window, hand mirror, eye glasses, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

MUSIC.

STANDARD I.

Singing of rote songs clearly and sweetly. Drill on the scale, and intervals such as are found in exercises 1, 2, 3 and 4 on the second page of the First Series of Charts (Normal Music Course.) Exercises in time given with the time names and the metronome.

STANDARD II.

The First Chart completed. Easy exercises in each of the keys G, D, A, E, A*b*, E*b*, B*b* and F—such as are found in Part I, First Reader. Continued exercises in time—such as are found in First Rhythmic Chart (Undivided Pulsations.)

STANDARD III.

First Reader, Part I, completed. Reading music in Parts II and III of First Reader. Time exercises continued.

STANDARD IV.

First Reader completed. Special attention given to two-part songs and exercises. (Each pupil should be able to sing either a soprano or alto part.) The Second series of Charts and Second Reader commenced. Time work on First Rhythmic Chart completed, and Second Rhythmic Chart (Divided Pulsations) commenced.

STANDARD V.

Second Series of Charts, Second Reader, and Second Rhythmic Chart completed.

HYGIENE PHYSIOLOGY.

(Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.)

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children, the ventilation, lighting, heating and cleaning of the school room, and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self-control and a willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, the alcoholic drinks in particular, furnish invincible reasons why people in general should do without them, and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it, the better, as a rule, they are off.

MANNERS AND MORALS.

(Teacher's reference: White's School Management, pp. 218-294.)

Ungraded schools may be divided as in Hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example; the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX "C."

REGULATIONS

OF THE

Council of Public Instruction

GOVERNING

TEACHERS' CERTIFICATES

ADOPTED 12th AUGUST, 1898.

CERTIFICATES.

The teachers' certificates granted by the Council of Public Instruction shall be denominated Third Class, Second Class, First Class and High School certificates. These may be obtained by fulfilling the following conditions :—

(*a*) Furnishing a certificate of moral character of recent date.

(*b*) Passing the prescribed non-professional examination.

(*c*) Passing the prescribed professional examination.

(*d*) Receiving a satisfactory report from an Inspector after having taught one year in these Territories on an interim certificate.

2. Certificates of the Third Class shall be valid for three years. All other certificates shall be valid during the pleasure of the Council.

NON-PROFESSIONAL EXAMINATION.

THIRD CLASS.

1. *Reading* :—The principles of orthœpy and elocution ; oral reading. Text book.—The introductory chapters in the Readers.

2. *Spelling and Writing* :—Judged on all papers.

3. *English Grammar* :—A general knowledge of the High School Grammar.

4. *Composition and Prose Literature.*—(*a*) The structure of sentences and paragraphs; expansion and contraction of prose passages; synonyms; correction of errors; critical study of the prescribed prose literature in connection with the study of the principles of composition; letter writing; punctuation. (*b*) An essay, from thirty to sixty lines in length, on one of a number of assigned subjects based upon the prescribed prose literature. This essay will be considered a test of the candidate's power to write English rather than a proof of his knowledge of the subject written upon. Legible writing and correct spelling, punctuation and paragraphing will be regarded as indispensable.

Text-book.—Welsh's "English Composition."

Prose Literature, 1899.—Goldsmith: The Vicar of Wakefield. ("Classics for Children" series, Ginn & Co., recommended.) The novel, like the poem, is to be studied as a criticism of life, and as an artistic whole.

5. *Poetical Literature.*—Intelligent comprehension of and familiarity with the prescribed selections; memorisation of the finest passages; oral reading.

Prescribed Selections, 1899: Tennyson: Morte D'Arthur Elaine, Recollections of the Arabian Nights, To Virgil, Early Spring, Ulysses, "You Ask Me Why," "Of Old Sat Freedom," "Love Thou Thy Land," Freedom, Œnone, The Lotos Eaters, Crossing the Bar, Lady of Shallot, St. Agnes' Eve, Sir Galahad, the six interlude songs in The Princess, and "Tears, Idle Tears."

The following selections from Palgrave's Golden Treasury:

Gray: Ode on Vicissitude. Ode on the Spring. Elegy written in a Country Churchyard. Ode on Eton College.

6. *History.*—The leading events of Canadian and British History.

Text-books.—Clement's History of Canada; Buckley and Robertson's High School History.

7. *Geography.*—The general geography—physical, commercial and mathematical—of the world; geography of Canada and the British Empire more particularly.

Text-books.—The High School Geography; Geography of the British Colonies by Dawson and Sutherland, McMillan & Co.

8. *Arithmetic and Mensuration.*—Pure arithmetic; commercial arithmetic.

Text-books.—Hamblin Smith's Arithmetic to the end of chap. XXVI; also chaps. XXXIII and XXXIV. For Mensuration, consult Hill's Lessons in Geometry, chaps. VII to IX inclusive.

9. *Algebra.*—Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems.

Text-book.—C. Smith's Elementary Algebra, chaps. I to VIII inclusive.

10. *Geometry.*—Euclid, book I, with easy deductions.

Text book.—McKay' Elements of Euclid.

11. *Book-keeping.*—McLean's High School Book-keeping, chaps. I to V inclusive, and chaps. VIII and X.

12. *Botany.*—Elements of Structural Botany.

The course in third class botany shall be entirely practical and descriptive, and cover the following:—

The flower, its parts, their functions and relations as observed in the actual study of specimens of the following orders: Ranunculaceæ, Cruciferæ, Leguminosæ, Rosaceæ and Liliaceæ.

The classification of members of these orders as to their genera (Spotton's Botany being the limit).

The leaf in vernation, venation, phyllotaxis, surface, margin, outline, base, apex, and function.

Infloresence—determinate and indeterminate æstivation.

The simple study of fruits and their classification—as apocarpous and syncarpous, dehiscent and indehiscent.

The simple study of the root and stem, with drawings of cross sections and branch systems.

Pollination, fertilisation and the development of the seed from the ovule.

The study of hairs, tendrils, runners, and such modification of parts.

Germination, illustrating the growth of the seed and conditions. Plant food, assimilation, respiration and transpiration. Simple drawings of all the parts.

A plant shall be submitted at the examination, not necessarily for purposes of identification but as a means of testing the candidate's practical knowledge of this subject.

Text-book.—Spotton's High School Botany.—Manitoba Edition.

Books of reference for teachers.—Newell's "Outlines of Lessons in Botany," part I (Ginn & Co.): Spalding's "Introduction to Botany" (D. C. Heath & Co.)

13.—*Agriculture.*—Definitions, plants, soils, tillage, crops, weeds, insects.

Text-book.—Ontario Public School Agriculture, chaps. I to XII inclusive.

14.—*Physics.*—The course in this subject shall cover the following:

1. Metric and English systems of measures.

2. *Matter*: Solid, fluid (liquid, gas), constitution of matter.

3. *Properties and Laws of Solids:* Hardness, ductility, malleability, plasticity, cohesion, adhesion, elasticity, structure (crystalline and amorphous).

4. *Properties and Laws of Liquids:* Fluidity, viscosity; cohesion, adhesion; capillary phenomena; surface tension; transmission of pressure by fluids; pressure due to weight; surface of a liquid at rest under the action of gravity; buoyancy.

5. *Properties and Laws of Gases:* Pressure due to weight; expansive force (tension or elastic force); buoyancy; measurements of the pressure of the atmosphere, barometer; compressibility; Boyle's or Mariotte's Law.

6. *Construction and Action of the Following Instruments and Machines:* Air pump (common and Sprengel), condenser, common pump, force pump, siphon, hydrostatic press.

7. *Specific Gravity* and density of a solid, liquid and gas.

8. *Relative Motion* and absolute rest.

9. *Force:* Definition; recognition; manifestations; measurement; stress, action, reaction; molar and molecular forces; moment of a force; unit of force and mass.
Energy: Definition; relation to force; various forms; potential and kinetic.
Work: Definition; relation to energy and force; wasted work; unit; estimation of work done.

10. *Newton's Three Laws of Motion* and their application to universal gravitation; equilibrium of bodies.

11. *Machines:* Uses, advantages, laws; levers, balance, inclined plane, pulleys.

12. *Heat:* Nature and sources; expansion of solids, liquids, gases; measurement of heat; construction and use of thermometers; maximum density of water. Change of state—solid to liquid and liquid to solid; vaporisation and liquefaction; ebullition, evaporation, dew point. Transmission of heat—conduction, convection, radiation.

13. Transformation, correlation and conservation of energy.

Text-book.—Gage's "Introduction to Physical Science."

SECOND CLASS.

1. *Reading.*—The principles of elocution; oral reading.

2. *Spelling and Writing.*—Judged on all papers.

3. *English Grammar.*—The High School Grammar.

4. *Composition and Prose Literature.*—(*a*) The structure of sentences and paragraphs, expansion and contraction of prose passages, choice of words, figures of speech, punctuation, critical study of the prescribed prose literature in connection with the study of the principles of composition, rhetorical analysis of passages from prose authors not pre-

scribed. (*b*) An essay about sixty lines in length, on one of a number of assigned subjects based upon the prescribed prose literature. (See Third Class). (*c*) Prose Literature, 1899: Scott's "Waverley." The novel, like the poem, is to be studied as a criticism of life and as an artistic whole.

Text-book.—Genung's Outlines of Rhetoric (Ginn & Co., Boston).

5. *Poetical Literature.*—Intelligent and appreciative comprehension of and familiarity with the prescribed selections; memorisation of the finest passages; oral reading.

SELECTIONS FOR 1899.

Scott.—Lady of the Lake.

Wordsworth (Arnold's Selections): Michael, To the Daisy ("Bright Flower Whose Home, etc."), To My Sister, Expostulation and Reply, The Tables Turned, "O Nightingale, Thou Surely Art," At the Grave of Burns, Thoughts Suggested the Day Following, The Solitary Reaper, The Primrose of the Rock, Ode to Duty. Sonnets: "Fair Star of the Evening, Splendour of the West." "It is not to be Thought of that the Flood," "Scorn not the Sonnet," "I am not One Who much or oft Delight." "Wings have We and as far as We can go," "Nor can I not Believe," "It is a Beauteous Evening, Calm and Free," "I thought of Thee, my Partner and my Guide," "A trouble not of Clouds, or Weeping Rain," "A Poet! He hath put his Heart to School," Influence of Natural Objects, Nutting, Character of the Happy Warrior, Elegiac Stanzas Suggested by a Picture of Peel Castle, To the Rev. Dr. Wordsworth.

6. *History.*—British: Great Britain from the Revolution of 1688 to the present, with the outline of the previous periods of British History.

Text-book.—Green's Short History of the English People.

(*b*) Canadian: Clement's History of Canada.
(*c*) General: Swinton's Outlines of the World's History (Sections I, II, III).

7. *Geography.*—The commercial and physical geography of America and Europe. The geography of the British Empire.

Text-books.—Geography of the British Colonies by Dawson and Sutherland. Elementary Physical Geography by R. S. Tarr (McMillan Co.)

8. *Arithmetic and Mensuration.*—Arithmetic in theory and practice, area and volume of rectilinear figures, circles, spheres, cylinders, cones.

Text-book:—Hamblin Smith's Arithmetic. For Mensuration refer to Thompson, Ballard and McKay's High School Arithmetic—Ontario series.

9. *Algebra.*—Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factors, lowest common multiples, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text-book.—C. Smith's Elementary Algebra, chaps. I to XIX inclusive.

10. *Geometry.*—Euclid, Books I, II and III; deductions.

Text-book.—McKay's Elements of Euclid.

11. *Book-keeping.*—As for Third Class. (Candidates for Second Class who have passed the Third Class examination in these Territories since 1st January, 1893, are not required to take this subject.)

12. *Physics.*—The elements of physics.

Text-books.—Gage's "Introduction to Physical Science." (Ginn & Co)

13. *Agriculture.*—Plants, soils, tillage, crops, weeds. insects, birds, seeding, care and management of animals, dairying, cultivation of trees.

Text-book.—Ontario Public School Agriculture.

14. *Botany.*—Topics as for Third Class.

FIRST CLASS.

1. *Spelling and Writing.*—Judged on all papers.

2. *The English Language.*

Text-books.—Lounsbury's English Language, Part I Revised Edition (Henry Holt and Co.). The High School Grammar. Gummere's Handbook of Poetics—the first six chapters (Ginn & Co.)

3. *Rhetoric and Composition.*—(*a*) Style; invention; the reading of prescribed prose selections in connection with the study of rhetoric. (*b*) An essay about sixty lines in length on one of a number of assigned subjects based upon the prescribed prose selections. (See Third Class.)

Text-book.—Genung's Practical Elements of Rhetoric. (Ginn & Co.).

4. *Prose Literature.*—1899. Selections 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 21, 22, 23, 24, 26 in "Handbook of Rhetorical Analysis," Genung; Scott's "Waverley." The novel, like the poem, is to be studied as a criticism of life and as an artistic whole.

5. *Poetical Literature.*—Prescribed Selections 1899:

Shakespeare.—The Merchant of Venice, Richard II.

Milton.—L'Allegro, Il Penseroso, Comus, Lycidas, On his being arrived to the age of twenty-three, To the Lord General Fairfax, To the Lord General Cromwell, To Sir Henry Vane the Younger, On his Blindness. (Riverside Literature Series No. 72.)

Wordsworth.—(Arnold's Selections) As for Second Class.

6. *History.*

Swinton.—" Outlines of the World's History "—(American Book Company).

Bagehot.—" The English Constitution "—(Kegan, Paul, Trench & Co).

Bourinot.—" Constitutional History of Canada "—(Dawson Bros., Montreal).

7. *Biology.*

Text-book.—General Biology, Sedgwick and Wilson (American Science Series—Henry Holt & Co).

8. *Algebra.*—C. Smith's " Elementary Algebra."

9. *Geometry.*—Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text-book.—McKay or Todhunter.

10. *Trigonometry.*—Up to and inclusive of the solution of plane triangles.

Text-book.—Hamblin Smith.

11. *Chemistry.*

Text-book.—Kirkland's Experimental Chemistry. (Gage & Co.)

12. *Botany.*—Elements of Structural Botany. (Candidates for First Class who have passed the Second Class Examination in these Territories since 1st January, 1895, are not required to take this subject.)

Text-book.—Spotton's High School Botany—Manitoba Edition.

13. *Physics.*—The Elements of Physics.

Text-book.—Gage's " Introduction to Physical Science."

MARKS REQUIRED TO PASS.

Candidates must obtain at least 34 per cent. on each subject, and 50 per cent. on the total number of marks.

If any subject is divided for the purpose of examination, candidates must obtain at least 34 per cent. on each subdivision.

PROFESSIONAL EXAMINATION.

(To be held at the close of the Normal School Session.)

THIRD CLASS.

1. *The Science of Education.*—The nature and aim of education, teaching and instruction; outline of helpful portions of mental science; application of the principles derived therefrom to teaching and government.

ALBERTA PROVINCIAL LIBRARY

2. *The Art of Education.*—Methods of teaching each subject on the programme of studies for schools; school organisation; school management; school hygiene; duties of teachers and pupils as set forth in The School Ordinance and Regulations. Practice in teaching.

Text-books.—Garlick's "New Manual of Method"—the new edition with appendix, Longmans, Green & Co. "Manual of Hygiene"—Ontario series; chapters I, II, III, IV, V, X, XI, XII, XIII, XIV, XV, XXII.

SECOND CLASS.

1. *The Science of Education.*—The nature and aim of education, teaching and instruction; psychology and ethics as the scientific basis of the art of education; their application to the development of the intellectual and moral powers.

2. *The Art of Education.*—Outlines of general method; application to the teaching of each subject of the programme of studies; school organisation; school management; school hygiene; school law; practice in teaching.

3. *The History of Education.*—Systems and theories of education; eminent educators.

Text-books.—Ladd's "Primer of Psychology," Charles Scribner's Sons; Landon's "Teaching and Class Management;" White's "School Management;" "The Report of the Committee of Five;" "Manual of Hygiene;" School Ordinance: Lectures.

References for History of Education.—Browning's "Educational Theories" and Quick's "Educational Reformers" (Appleton's Edition, 1891). (Each student is expected to have a set of the books in use in the schools.)

FIRST CLASS.

1. *The Science of Education.*—Nature, form and limits of education; development and training of man; education values; psychological and logical sequence of subjects; general method.

2. *The Art of Education.*—Application of principles derived from the science of education to the teaching of each subject on the programme of studies; school organisation; school management; school law; practice in teaching.

3. *The History of Education.*—Systems and theories of education; eminent educators.

Text-books.—Rosenkranz' "Philosophy of Education;" Sully's "Handbook of Psychology" (Revised Edition); De Garmo's "Essentials of Method" (Revised Edition); Landon's "Teaching and Class Management;" White's "School Management;" Laurie's "Lectures on Linguistic Method;" Herbert Spencer's "Education;" "Report of the Committee of Ten."

HIGH SCHOOL CERTIFICATE.

(HEAD MASTER.)

1. To have the degree of Bachelor of Arts from some university in Her Majesty's dominions, and

2. To have a professional certificate of the first class.

Persons holding a professional certificate of the first class, or a High School Assistant's certificate obtained after a course at an approved School of Pedagogy, may teach in a High School, but not as Head Master.

NOTE.—A certificate from a School of Pedagogy is not valid as a licence to supervise or teach in other than High Schools.

GENERAL.

1. The examination of candidates for teachers' non-professional certificates shall commence on the first Monday of July in each year at such places as the Council of Public Instruction may announce.

2. No male teacher under eighteen years of age, nor female under sixteen, shall be allowed to write at these examinations.

3. Males under eighteen years of age, and females under sixteen, who desire to test their scholarship may, upon payment of a fee of $5.00, write with the candidates for teachers' non-professional certificates. A statement of the marks awarded will be given them, but this statement will not be accepted as equivalent of a certificate when the age limit has been attained.

4. Each candidate shall notify the Secretary of the Council of Public Instruction, not later than June 1st, of the class of certificate for which he is an applicant and the place at which he desires to write. Each such notice shall be accompanied by a fee of three dollars.

5. A non-professional certificate shall not be valid as a licence to teach.

6. The sessions of the Normal School shall be held as follows:—For third class candidates—December 1st till February 28th; for second class candidates—September 1st till December 22nd; for first class candidates—September 1st till December 22nd.

Only those holding non-professional certificates are admitted.

Candidates who have previously taken the training prescribed for second class are permitted to write on the final examinations for first class without attendance during the session.

Persons whose teaching has been favorably reported on by an Inspector, but whose Third Class Professional Certificates have expired, may, with the permission of the Council, renew these by passing the prescribed non-professional examination for Third Class and an additional examination based on White's " Pedagogy " and Landon's " Teaching and Class Management "

PERSONS ELIGIBLE WITHOUT EXAMINATION.

1. A person who holds a certificate, other than third class, issued since 1st January, 1886, in any province of the Dominion or in the British Islands, and who presents (*a*) a statement from the Department of Education in his province that his certificate is still valid, (*b*) a certificate of moral character of recent date, (*c*) a certificate from his last inspector of having taught successfully, may receive a certificate of such class as the Council of Public Instruction may deem him entitled to.

2. Graduates in any university in Her Majesty's Dominions may, on the presentation of proofs of scholarship, character and age, receive non-professional certificates of the first class.

3. Persons holding certificates of educational value from institutions other than those mentioned may receive such certificates as the Council of Public Instruction may deem them entitled to.

All official correspondence should be addressed to

"THE SECRETARY,
COUNCIL OF PUBLIC INSTRUCTION,
REGINA."

APPENDIX "D."

Text-Books Authorised for Use in Schools.

STANDARDS I-V.

Readers: *Ontario Series.*—First Reader (Part I, Part II), Second, Third, Fourth and High School Reader.

Dominion Readers.—Optional for Roman Catholic Separate Schools—First Reader (Part I, Part II), Second Reader.

Bilingual Series.—Optional in schools where French is the vernacular — First Reader (Part I, Part II), Second Reader.

Supplementary.—Optional in all schools—Standard I, Part I: Appleton's First Reader; Part II, *Sea-Side and Way-Side No. 1, *Bass' Nature Stories for Young Readers, †Scudder's Verse and Prose for Beginners. No. 59. Standard II: *Sea-Side and Way-side No. 2, †Fables and Folk Stories Nos. 47, 48. Standard III: *Sea-Side and Way-Side No. 3, †Selections from Child Life in Poetry, No. 70. Standard IV: †John Burroughs' Birds and Bees, No. 28, †Dickens' Christmas Carol, No. 57.

Copy Books: Gage's Practical System of Vertical Writing.

Arithmetic: Public School Arithmetic.

Algebra: Clarkson's Public School Algebra (scholar's edition).

Geometry: Hill's Lessons in Geometry.

Grammar: Public School Grammar.

Geography: The Public School Geography.

History: Buckley and Robertson's History of England. Clement's History of the Dominion of Canada.

Agriculture: Public School Agriculture.

Music: Normal Music Course, First Reader, Second Reader, First Series of Charts, Second Series of Charts.

Drawing:

RECOMMENDED AS REFERENCES FOR TEACHERS.

Geography: Parker's How to Study Geography, King's Methods and Aids in Geography, Fry's Child and Nature, Shaler's The Story of our Continent, Dawson and Sutherland's The Geography of the British Colonies.

Nature Study and Agriculture: Newell's From Seed to Leaf, Goodale's Concerning a Few Common Plants, Grant Allen's The Story of the Plants.

Arithmetic: Wentworth's Primary Arithmetic.

Drawing: The Prang Primary Course in Art Education.

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* D. C. Heath & Co., Boston.

† Houghton, Mifflin & Co., Riverside Literature Series, Boston.

Hygiene and Physiology: Ontario Manual of Hygiene, Public School Physiology and Temperance.

Manners and Morals; White's School Management.

STANDARD VI-VIII.—(High School Standards.)

Grammar: The High School Grammar, Lounsbury's English Language.

Composition: Welsh's English Composition, Genung's Outlines of Rhetoric and Practical Elements of Rhetoric, Genung's Handbook of Rhetorical Analysis.

Literature: *Poetical.*—Prescribed Selections for each Standard.
Prose.—Prescribed Selections for each Standard.

History: English.—Buckley's and Robertson's History of England and Green's Short History of the English People.
Canadian.—Clement's History of the Dominion of Canada.
General.—Swinton's Outlines of the World's History.
Constitutional.—Bagehot's The English Constitution and Bourinot's Constitutional History of Canada.

Geography: High School Geography, Dawson and Sutherland's Geography of the British Colonies, Tarr's Elementary Physical Geography.

Mathematics: Hamblin Smith's Arithmetic, C. Smith's Algebra, McKay's Elements of Euclid, Hamblin Smith's Trigonometry, McLean's High School Bookkeeping.

Science: Spotton's High School Botany—Manitoba Edition, Gage's Introduction to Physical Science, Kirkland's Experimental Chemistry, Sedgwick and Wilson's General Biology, Public School Agriculture.

Classics: Henderson and Fletcher's First Latin Book.

Moderns: High School French Grammar, High School German Grammar.

NORMAL SCHOOLS.

Local Normal Schools. (Third Class.) Garlick's New Manual of Methods with Appendix, School Ordinance and Regulations, Ontario Manual of Hygiene.

The Normal School. (Second Class.) Ladd's Primer of Psychology, Landon's Teaching and Class Management, White's School Management, The Report of the Committee of Five, Ontario Manual of Hygiene, School Ordinance and Regulations; and Browning's Educational Theories and Quick's Educational Reformers as references.

(First Class.) Rosenkranz' Philosophy of Education, Sully's Handbook of Psychology (Revised Edition), De Garmos' Essentials of Method (Revised Edition), Landon's Teaching and Class Management, White's School Management, Laurie's Lectures on Linguistic Method, Herbert Spencer's Education, Report of the Committee of Ten.

APPENDIX "E."

The Dominion Educational Association.

HALIFAX, AUGUST 2-5, 1898.

MINUTES OF PROCEEDINGS.

(*Inter Alia.*)

FIRST DAY, 2ND AUGUST.

The Third Convention of the Dominion Educational Association met at 8 p.m. in the Academy of Music, Halifax, Nova Scotia.

Dr. A. H. MacKay, the President, asked His Honour Lieutenant Governor Daly to take the chair.

His Honour extended to the members of the Association from all parts of the Dominion a most hearty welcome.

Addresses of welcome were also delivered by the Hon. Attorney General of Nova Scotia; His Worship Mayor Stephen of Halifax; Rev. Dr. Forrest, President of Dalhousie College; Dr. Russell, M.P., Halifax; and Chairman Faulkner of the Halifax School Board.

Addresses in reply were made by the President, Dr. A. H. MacKay, Superintendent of Education; Hon. Dr. La Bruére, Superintendent of Public Instruction, Quebec; D. J. Goggin, M.A., Superintendent of Education, North-West Territories; Dr. J. A. MacCabe, Principal Normal School, Ottawa; Dr. Inch, Chief Superintendent of Education, New Brunswick; D. J. MacLeod, Chief Superintendent of Education, Prince Edward Island.

The meeting was also addressed by the Hon. W. W. Stetson, Superintendent of Education for the State of Maine.

SECOND DAY, 3RD AUGUST.—*Forenoon.*

At. 9:30 a.m. a general meeting was held in Dalhousie College. After some routine business the various sections met in different rooms to organise and to read and discuss educational papers.

ELEMENTARY.

President—J. B. Calkin, M.A., Principal Normal School, Truro.

Vice-President—Principal Lay, Amherst Academy.

Secretary—Principal Starratt, Yarmouth.

The Rev. D. Macrae, D.D., Principal of Morrin College, Quebec, read a paper on "Denominationalism in Education."

J. O. Casgrain, Editor of The Journel de l'Instruction Publique, Montreal, read a paper in French entitled "Quelques Reflexions sur Enseignement Primaire."

Hon. W. W. Stetson delivered an address on "The Emotions as a Factor in Education."

HIGHER EDUCATION.

President—D. J. Goggin, M.A., Superintendent of Education, N.W.T.

Vice-President—Rev. Canon Adams, D.C.L., Principal Bishop's College.

Secretary—S. A. Morton, M. A., Halifax Academy.

W. J. Robertson, B.A., LL.B., of St. Catharines, read a paper on "Secondary Education in Ontario: Its Development, Present Condition and Needs."

This paper was discussed by Dr. MacMechan, Mr. G. U. Hay and Principal Adams.

A paper by Prof. Bober, of King's College, was read by Principal Soloan, of New Glasgow. It was discussed by Rev. Dr. Reynar, of Victoria University, Mr. Robertson, Prof. Lanor, Superintendent Goggin and Principal Soloan.

Thos. Kirkland, M.A., Principal of the Normal School, Toronto, read a paper on "Some Characteristics and Tendencies of Modern Education and their Remedies."

INSPECTION AND TRAINING.

President—J. M. Harper, LL.D., Inspector of Superior Schools, Quebec.

Vice-President—J. B. Hall, Ph.D., Normal School, Truro.

Secretary—C. W. Roscoe, Inspector of Schools, Wolfville.

H. V. Bridges, M.A., Inspector of Schools, Fredericton, read a paper on "The Duties and Powers of School Inspectors."

W. S. Carter, M.A., Inspector of Schools, St. John, read a paper on "The Qualification of a School Inspector."

KINDERGARTEN.

President—Miss E. Bolton, Superintendent of Kindergartens, Ottawa.

Vice-President—Mrs. S. B. Patterson, Truro Normal School Kindergarten.

Secretary—Miss Lena Woodill, Halifax.

Directors—Miss Hume, Dartmouth; Miss Stewart, St. John.

Afternoon.

The afternoon was devoted to a delightful excursion to points of interest about Halifax harbour in the s.s. Chebucto and Whitney.

Evening.

General meeting in the Academy of Music. The President, Dr. A. H. MacKay, in the chair. It was agreed that Mr. Parmelee, Principal Calkin, Principal Kirkland, George U. Hay, Supt. McLeod and Supt. Goggin be a Committee on Resolutions. It was also agreed that Mr. Parmelee, Supt. Inch, Prof. Hume (for whom Prof. Mills was afterwards substituted), the President and Mr. Seaman be a Committee on Nominations.

The Hon. Dr. La Bruère, Superintendent of Public Instruction, Quebec, read a paper on "The Catholic Schools of Quebec."

The Hon. Attorney General of Nova Scotia delivered an address on "The Spiritual Element in Education."

Rev. Principal Adams read the following original poems: "Quebec," "Dominion Day, 1895," "Fourth of July," "Sir John Thompson's Death." He introduced them with appropriate comments.

Dr. J. M. Harper, Inspector of Superior Schools, Quebec, read a paper on "A Central Educational Bureau."

THIRD DAY, 4TH AUGUST.—*Forenoon.*

ELEMENTARY.

Prof. S. W. Dyde, D.Sc., Queen's College, Kingston, read a paper entitled "The Value of Poetry for Children."

Mr. John Brittain, Normal School, Fredericton, read a paper on "Means and Methods in the Common Schools."

KINDERGARTEN.

Miss Eliza Bolton, Principal of Kindergarten, Ottawa, read a paper on "What Education Means."

As a very general desire was expressed by the common school teachers to hear Miss Bolton's paper, it was read before the elementary section.

Mrs. S. B. Patterson read a paper on "Some Queer Children and How to Treat Them."

Miss M. A. Hamilton, of Dartmouth Kindergarten, read a paper on "The Management and Equipment of Kindergarten in the smaller Communities."

HIGHER EDUCATION.

Miss E. Ritchie, Ph. D., of Wellesley, read a paper on "The Best Collegiate Education for Women."

This paper was discussed by Principal Kirkland, Principal Adams, Miss Mackintosh and others.

Mr. George U. Hay, M.A., Ph.B., of St John, read a paper on "Nature and Literature."

INSPECTION AND TRAINING.

Prof. J. G. Hume, Ph.D., of Toronto University, read a paper on "Pedagogics as a University Subject."

This paper was discussed by Dr. Hall, Prof. Murray, Supervisor McKay and others.

A paper in French by the Rev. Thomas G. Rouleau, Principal Laval Normal School, on Professional Training, was presented by Professor Ahern.

J. Coyle Brown, Inspector of Schools, Peterborough, recommended certain changes in the use of the letters of the alphabet. His scheme was discussed by Dr. A. H. MacKay, Prof. Ahern, Dr. Harper and Dr. Inch.

Afternoon, 2 p.m.

Prof. E. M. Kierstead, D.D., Acadia College, read a paper on "The Development of Character."

Miss Eleanor Robinson, of St. John, read a paper on "The Parent and the School."

HIGHER EDUCATION.

(Section subdivided into three subsections.)

(a) *Language.*

J. W. Logan, B.A., of Halifax Academy, read a paper entitled "Value of Latin as a Subject of a High School Curriculum."

Rev. A. H. Reynar, M.A., LL.D., Victoria University, Toronto, read a paper on "The Ancient Classics and the Modern Classics in our Schools."

(b) *Mathematics.*

Chairman—Principal Adams.

Secretary—H. M. MacKay, B.A.Sc.

D. A. Murray, Ph.D., Cornell University, read a paper on "Euclidean Geometry and its Modern Substitutes, compared."

A discussion followed, in which Principal Adams, Prof. Ahern and Principal Oakes took part.

(c) *Technical Education.*

James Mills, LL.D., President of Ontario Agricultural College, read a paper on "Technical Education in Schools."

Prof. W. W. Andrews, M.A., Mt. Allison College, read a paper on "The Advantage and Feasibility of Combining Technical and Public Instruction."

Miss Helen N. Bell, of the Halifax School of Cookery, read a paper on "Domestic Economy in the Public Schools."

Prof. McKinnon, B.Sc., of St. Francis Xavier's College, being absent, his paper was read by title.

INSPECTION AND TRAINING.

On account of the small attendance in this section, Principal Soloan's paper on "The Advantages of Consolidating Rural School Sections," was read by title.

Inspector Dearness, of London, Ont., being absent, his paper on "The Post-Graduate Training of Teachers," was also read by title.

Afternoon, 5 p. m.

General meeting. The President in the chair.

(*Inter Alia.*)

Dr. Harper, on behalf of the committee appointed to report upon the constitution, read each article in its present form, and explained the nature of the amendments agreed upon by the Directors.

On motion of Dr. Mills and Principal Kennedy, the proposed amendments were adopted unanimously.

Dr. Harper gave notice that at a future meeting he would move the following resolution:—"As the Association is a representative one, the Executive shall be enlarged by representatives chosen by the Provincial Associations of each Province, or by the Council or Board of Education of any Province, where such an association has not yet been organized. Accredited delegates from all local Teacher's Associations or Institutes, shall be allowed to sit at the meetings of the Executive when they are in session during the general meeting or convocation."

The following telegram from Sir Wm. Dawson was read: "President and Teachers' Association, Halifax, N.S.: Age and infirmity prevent attendance. May God bless Convention."

The Secretary, Dr. Adams and Superintendent Goggin were appointed a committee to draw up a suitable reply.

The meeting then adjourned to enable the Officers of the Association and those who had read papers to attend a reception given by the Local Branch of the Women's National Council, at the residence of Mrs. Chas. Archibald, 32 Inglis Street.

Evening.

General meeting in Orpheus Hall. The President in the chair. He announced that the Coastal Steamship Company had placed the s.s. Bridgewater at the disposal of the members of the Association for an excursion on the harbour on Friday afternoon, the 5th.

The President read the telegram which had been sent by Sir Wm. Dawson, and the meeting authorised the following reply: "The Dominion Educational Association, assembled in Halifax, acknowledges with much pleasure the kind message of its veteran friend, Sir William Dawson, whose important and life long services to education in Canada it gratefully recognizes, and expresses its deep sympathy with him in his infirmity."

J. A. MacCabe, LL D., Principal of the Ottawa Normal School, read a paper on "A Uniform Standard of Teachers' Licenses."

G. W. Parmelee, B.A., of the Education Department, Quebec, read a paper on "Teachers' Pensions."

Miss Ethel Muir, Ph.D., of Mt. Holyoke University, read a paper on "Evolution and Education."

Professor Horrigan, of St. Francis Xavier College, read a paper on "English Literature in High Schools."

FOURTH DAY, 5TH AUGUST.—*Forenoon.*

General meeting in Dalhousie College. The President, Dr. A. H. MacKay, in the chair.

The Nominating Committee recommended as officers for the next Convention:—

President—J. A. MacCabe, M.A,, LL.D., F.R.S.C., Principal Normal School, Ottawa.

Vice-Presidents—Hon. P. Boucher De La Bruere, D.C.L., Superintendent Public Instruction, Quebec; Hon. George W. Ross, LL.D, F.R.S.C., Minister of Education, Toronto; A. H. MacKay, B.A., B.Sc., LL.D., F.R.S.C., Superintendent of Education, Nova Scotia; J. R. Inch, LL.D., Chief Superintendent of Education, New Brunswick; D. J. McLeod, Esq., Chief Superintendent of Education, Prince Edward Island; Hon. J. D. Cameron, M.A., Attorney-General of Manitoba; D. J. Goggin, M.A., Superintendent of Education, North-West Territories; S. D. Pope, LL.D., Supertendent of Education, British Columbia.

Directors—Thomas Kirkland, M.A., Principal of Normal School, Toronto; Rev. T. Adams, M.A., (Cant:) D.C.L., Principal Bishop's College, Lennoxville; J. B. Calkin, M.A., Principal Normal School, Truro; S. P. Robbins, M.A., LL.D., Principal McGill Normal School; W. S. Carter, M. A., Inspector of Schools, St. John; J. D. Seaman, Esq., Prince Edward Island; Professor J. Ahern, Laval Normal School; Daniel MacIntyre, M. A., Winnipeg.

Secretary—J. T. Bowerman, M.A., Ottawa.

Treasurer—Alexander McKay, Halifax.

On motion of Superintendent Goggin the report was unanimously adopted, and a formal ballot was cast by the President to confirm the appointment of these officers.

The President elect thanked the members for having so honoured him.

The Committee on Resolutions reported through its chairman, Superintendent Goggin, recommending the adoption of the following resolutions:—

1. *Resolved*: That in view of the beneficial results which have followed the establishments of chairs of Pedagogy in the universities and colleges of Great Britain and the United States, this Association strongly recommends the universities and colleges of the Dominion to make provision for the teaching of Pedagogy.

2. *Resolved*: That a Committee consisting of G. U. Hay, M.A., Ph.B., New Brunswick; T. Kirkland, M.A., Ontario; D. MacIntyre, M.A., Manitoba; J. B. Calkin, M.A., Nova Scotia; and J. M. Harper, Ph.D., Quebec, be appointed to consider the report on the establishment of a Central Bureau of Education of Canada. (The name of the Hon. G. W. Ross was subsequently added to this committee.)

3. *Resolved*: That a committee consisting of A. H. MacKay, LL.D., Nova Scotia; W. S. Carter, M.A., New Brunswick; D. J. McLeod, Esq., Prince Edward Island; Rev. E. I. Rexford, B.A., Montreal and W. J. Robertson, LL.B., Ontario, be appointed to consider and report on (1) The universal use of the decimal weight and measures. (2) The simplification of English Orthography. (3) The general introduction of a distinctly legible shorthand.

4. *Resolved*: That this Association recommends that the school day immediately preceding May 24th, be set apart as "Empire Day," and that the Departments of Education in the provinces and territories be respectfully requested to arrange for such exercises in their respective schools as will tend to the increase of a sound patriotic feeling.

5. *Resolved*: That the hearty thanks of the Association be conveyed to the citizens of Halifax for their many courtesies and kindnesses to its members; to the authorities of Dalhousie University for the use of their halls; to the press of Halifax for the very complete reports of our meetings; to the railways and steamboats for reduced rates of travel and to the Coastal Steamship Company for its kindness in placing the steamship Bridgewater at the disposal of the members on the afternoon of August 5th.

6. *Resolved*: The Association hereby records its high appreciation of the courtesies of the Local Council of Women shown in the reception given its members on the afternoon of Thursday, August 4th, at the residence of Mrs. Charles Archibald, and also of the Aldermen of the City of Halifax, for refreshments during Wednesday excursion.

The Report of the Committee on Resolutions was unanimously adopted.

J. Coyle Brown, Inspector of Schools, Peterborough, gave notice that he would move the following resolutions at the next Convention:—

At the next meeting of the Dominion Educational Association, I shall move that c be generally called ke; that g be generally called ge (as in geese); that h be called he; that w be called woo; y, yi; and z, ze. Also that appropriate names be given to oo, au and aw, ou and ow, oi and oy; and that ch be called che (as in cheese); ph, fe (as in phœnix); qu, kwe (as in queen); sh, she (as in sheep); th, the (as in theme), and the (as in these); wh, whe (as in wheel); ck, ek (as in deck); gh, af (as in laugh); ng, eng (as in length); and tch, etch (as in fetch).

Rev. T. Adams, M.A., D.C.L., read a paper entitled "The Duties of Universities to the Community and to Educational Institutions."

In the absence of William Houston, M.A., his paper on "The Teaching of History" was read by title.

A paper on "Science Teaching in Primary Schools," by Prof. H. Montgomery, M.A., Trinity University, Toronto, was read by title.

The President reminded the sections that it was their duty before final adjournment to elect their officers for next convention.

On motion of Superintendent Goggin and G. U. Hay the following resolution was passed unanimously:—

Resolved, That this Association recommend that in the engagement of teachers, good character, graceful manners, broad and accurate scholarship, and professional skill determine the selection, rather than consideration of low salary.

On motion of Principal Kirkland, a vote of thanks was presented to the retiring President, Dr. A. H. MacKay.

A. McKAY, *Secretary*.

APPENDIX "F."

North-West Territories.

PROFESSIONAL EXAMINATION TEACHERS, 1898.

FIRST CLASS.

PHILOSOPHY OF EDUCATION.

1. Explain the following views of education and show how the acceptance of either will affect the teacher's work: (*a*) The soul is a self-active power appropriating from its surroundings what is useful for its development. (*b*) The soul is the resultant of the manifold forces of its environment.

2. Give arguments for and against making the curriculum from the utilitarian standpoint; from the disciplinary standpoint; from the standpoint of the civilization into which the child is born.

3. From the standpoints of nutrition, training and discipline compare mathematics, natural science and literature.

4. Describe the work of the school in preparing pupils for citizenship.

5. Discuss the duty of the school towards the moral and æsthetic life of its pupils.

6. Describe, after Rosenkranz, the relation of the state and the church to the school.

7. Describe the dialectic method: show its relation to the principle of self-activity and make clear the educational value of this principle.

8. Compare oral instruction with instruction through books.

9. Write a note on habit in its relations to education.

FIRST CLASS.

PSYCHOLOGY.

1. Give a short account of the several varieties of attention and compare their educational value.

2. What is interest? How is it related to attention and how are both related to retention? Point out any practical conclusions to be drawn from these psychological facts.

3. What is the importance of sense discrimination as a factor in the knowledge of things? Examine the following: "The retentive power works up to the height of the discriminative power; it can do no more."

4. How far does your knowledge of the sense of sight support the principle of Froebel that a nice perception of form is best gained in connection with the device of manual reproduction?

5. What is meant by a Concept? Show by means of an example how you would seek to develop clear, distinct and accurate concepts in children's minds.

6. Discuss the causes of incorrect judgments.

7. What bearing ought the fluctuations of mental energy during the course of the day to have (*a*) on the school time-table, (*b*) on play, (*c*) on evening work?

8. Give a brief account of the faculty of æsthetic taste, specifying the main conditions of its development, and estimating the province of school work in improving it.

9. How (if at all) would you distinguish between self-will and a legitimate independence of will? Point out the bearings of your distinction on the method of moral education.

FIRST CLASS.

ORGANIZATION, MANAGEMENT AND LAW.

1. Give reasons for or against a double basis of classification.

2. State the conditions under which you would promote a pupil who had not covered the prescribed work of his class.

3. What do you consider the work of the principal of a school in the classification, promotion, attendance and government of pupils.

4. State and criticise the doctrine of the discipline of consequences.

5. How does the obedience yielded by a child in school differ from the obedience of an adult to the obligations imposed by a 'sense of duty,' and how can the one be developed into the other?

6. Compare the good and evil effects of competitions for prizes or scholarships with regard to their influence upon health, temper, and the true ends of education.

7. Discuss the use and abuse of home work.

8. State the teacher's legal duties with regard to contagious diseases, public examinations, and returns to the Council of Public Instruction.

FIRST CLASS.

HISTORY OF EDUCATION.

1. Show how the Roman national ideals conditioned their educational ideals.

2. Describe chivalric education, showing its relation to humanistic education.

3. Write a note on Rousseau, describing his influence and criticising his educational theories.

4. Describe the chief characteristics of the methods of Froebel and show how they affect the schools of to-day.

FIRST CLASS.

LITERATURE.

Milton ! thou shouldst be living at this hour :
England hath need of thee : she is a fen
Of stagnant waters : altar, sword and pen,
Fireside, the heroic wealth of hall and bower,
Have forfeited their ancient English dower
Of inward happiness. We are selfish men ;
Oh ! raise us up, return to us again ;
And give us manners, virtue, freedom, power.
Thy soul was like a Star and dwelt apart :
Thou hadst a voice whose sound was like the sea :
Pure as the naked heavens, majestic, free,
So didst thou travel on life's common way,
In cheerful godliness, and yet thy heart
The lowliest duties on herself did lay.

1. Show how you will lead a pupil to analyze this sonnet so as to discover its structure and content. Make a copy of the work that would appear on your blackboard at the completion of this lesson.

2. From this sonnet illustrate methods of teaching figures of speech, concreteness, and vowel distribution.

3. Indicate how the oral reading of this sonnet may reveal the pupil's appreciation of the fervour exhibited in the invocation.

4. "The teaching of literature is a training in ideals."—*Laurie.* Explain. Show that your teaching of this sonnet is in conformity with your explanation.

5. "Human action or passion is the only subject of poetry."—*Pattison.* Wherein then does the charm of nature poetry such as the following lie?

> The sounding cataract
> Haunted me like a passion; the tall rock,
> The mountain, and the deep and gloomy wood,
> Their colours and their forms, were then to me
> An appetite, a feeling and a love,
> That had no need of a remoter charm,
> By thought supplied, or any interest
> Unborrowed from the eye.

FIRST CLASS.

READING, SPELLING AND WRITING.

1. Mention the principal conditions on which good reading depends and describe kinds of exercises likely to be most helpful in securing it.

2. Distinguish between articulation and emphasis and pronunciation. What methods should be adopted with a reading class to ensure that these should be respectively clear, just, and correct?

3. Discuss the advantages and disadvantages of teaching the earlier stages of reading by the phonic plan. Mention the first six sounds you would teach a primary class and show definitely what use you would expect the pupils to make of these after they had mastered them.

4. "Now," we said to one another, "we shall soon reach the sea." But that was not quite so easy as we supposed; for suddenly we met a vast host of salt-water drops marching straight against us. "Let us pass," we said, "for our home is in the sea." But they would not listen; they came pouring along with resistless power, and drove us back for a mile or two. Then they suddenly turned and said "Come along—it was only our fun."

(*a*) What would be the probable difficulties in teaching this extract to pupils in Standard II?

(*b*) How would you teach what you consider the chief difficulty?

(*c*) What difficulties in spelling and orthœpy are found in listen, two, would? Outline a plan for teaching these.

(*d*) What are the relative advantages of eye and ear in teaching spelling?

5. In what ways is it possible for a teacher to exercise a useful influence over the reading of children out of school?

6. Write, with due regard to form and proportion, four capital letters and four small letters such as should be grouped together for purposes of teaching.

7. Describe clearly a plan for conducting a twenty-minute writing exercise in an ungraded school.

FIRST CLASS.

GRAMMAR AND COMPOSITION.

1. Give after Laurie the distinction between language as a formal study, as a real study, and as an art study.

2. (*a*) What are the difficulties that pupils in Standard IV would probably experience in analysing: "Coming along the road I met a man who told me about the severity of the climate."

(*b*) From this sentence illustrate methods of teaching the direct object of verbs.

3. (*a*) Illustrate the teaching of participles to pupils in Standard V, inductively, deductively.

(*b*) How would you determine the relative effectiveness of these methods?

4. Discuss the value of word-building and word-history, giving three illustrations of each.

5. What are the dangers of topical analysis as aids to composition in junior classes? How may these dangers be avoided?

6. Discuss the value of imitative exercises in advanced composition.

7. After a class has reproduced in writing a short story what is your plan of revising the exercises?

8. What is the use of the paraphrase as an exercise in language? Give hints as to how to paraphrase a poetical extract. Illustrate by paraphrasing

"Knowledge
Rather consists in opening up a way
For the internal splendour to escape
Than in admitting entrance to a light
Supposed to be without."—*Browning.*

FIRST AND SECOND CLASSES.

MUSIC.

1. You are appointed teacher in a rural school in which music has never been taught. Outline your work for the first year.

2. Write out six measures of each of the following, giving as great variety as possible in each exercise:

(*a*) Key of A $\frac{3}{4}$.

(*b*) Key of E flat $\frac{6}{2}$.

3. Explain and illustrate: Bar, measure, tie, slur, sharp, flat, natural.

4. Write the Chromatic Scale.

5. How will you find the following keys from a C pitch pipe?
G. A. B. B flat, D flat.

6. Name five songs you would teach children in a rural school, and state the educational value of each.

7. How would you endeavour to secure expressive singing?

8. Write the first four measures of "God Save The Queen" in the Key of G $\frac{3}{8}$.

FIRST AND SECOND CLASSES.

FORM STUDY AND DRAWING.

1. Outline a course of study for the first term in a rural school, stating what differences you would make between senior and junior work.

2. Make a shaded drawing of any three type solids pleasantly grouped.

3. Illustrate simply:—

(*a*) "A peninsula is a body of land almost surrounded by water."

(*b*) "On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And thro' the field the road runs by
To many-tower'd Camelot;"

(*c*) The germination of a Bean.

4. Give a lesson plan for the presentation of the new type, cylinder, to a class that has already had sphere and cube.

5. A group suggesting lemonade would be:—Lemon, loaf-sugar, glass, spoon. Sketch in outline the type forms on which these objects are based.

6. The square prism is placed with the long edges horizontal:—Draw front, top, and right end views.

7. Draw a group of objects—two or three—suggesting to a boy an afternoon's sport.

FIRST CLASS.

ARITHMETIC AND MENSURATION.

1. "Number is not a product of the senses alone, but of the way in which the mind deals with sense objects." How will the acceptance of this idea of number affect primary methods?

2. (*a*) "The fundamental operations of Arithmetic should not only be performed symbolically by numbers but practically by lines."—*Report Ten.* Why?

   (*b*) Illustrate how you will lead a pupil, in each of these ways, to discover for himself a rule for division of fractions.

3. Compare Arithmetic and Algebra as to subject matter treated of, and as to aims in teaching.

4. Write what you consider a proper solution of: A and B divided a section of land between them so that when A gave B one-sixth of his share he still had as much as B. They afterwards sold out at \$4.37½ per acre. What fraction of A's share had B? How much more did A receive for his land than B?

5. Show how you will lead a pupil to solve the following: A coal dealer whose scales weigh light 100 lbs. in the ton, sells for \$7.60 a ton, coal which cost him \$5 a ton. Find his gain per cent. on his outlay.

6. (*a*) Show how you will lead a pupil to solve the following: Find the difference in area between a square field having a perimeter of 200 feet, and a circle of equal circumference.

   (*b*) What general inference should a pupil draw after solving several similar problems?

7. (*a*) State a pupil's probable difficulties in solving the following: Find the cost of paving a circular court 30 feet in diameter at 24 cents per square foot, leaving a space at the centre in the form of a right angled isosceles triangle whose altitude is 5 feet.

   (*b*) Write what you consider a proper solution of it.

FIRST CLASS.

ALGEBRA AND GEOMETRY.

1. Oral exercises in Algebra similar to those in what is called "mental arithmetic" are recommended.—*Report of Ten.* Why?

2. Show by examples how you would teach the principle of transposition in the solution of an equation.

3. Show how you will lead a pupil to solve:

$$\frac{m(x+a)}{(x+b)}+\frac{n(x+b)}{x+a}=m+n.$$

4. The perimeter of a right-angled triangle is 30 inches; its area is 30 square inches. Find its side. Show how the algebraical solution of this problem should be written.

5. (*a*) If when walking on a straight level road, AB, you sight from A a tree at an angle of 70 degrees with AB, at what angle from BA will you have to sight the tree to know that you have walked a distance equal to that from A to the tree?

(*b*) State a pupil's probable difficulties in solving this.

6. How high is a tower if the angle of depression from the top to a point 300 yards from the base is 20 degrees? Draw to a scale. What are the advantages of neatness and accuracy in diagrams?

7. Show how you will lead a pupil to solve the following: Draw a line DE parallel to the base BC of a triangle ABC so that DE may be equal to the sum of DB and EC, the parts of the sides cut off.

FIRST CLASS.

ELEMENTARY SCIENCE.

1. Discuss the aims and methods of Nature Study.

2. "Nature Study will not succeed unless it is co-ordinated with other studies."—*Report of Ten.* Explain.

3. Make a lesson plan on the duck—its adaptation to its mode of life. Make illustrative drawings to accompany the lesson.

4. Make a lesson plan to show whether a cucumber is a botanical fruit.

5. Compare the germination of a bean and a grain of corn. From the manner of growth infer soils suitable for each.

6. From the standpoint of "exhaustion of soils" compare cereals with forage crops.

7. How would you lead a class to see the value of under-draining and summer-fallowing in "restoration of soils."

8. Discuss the value of laboratory work in the study of plants and animals.

FIRST CLASS.

GEOGRAPHY AND HISTORY.

1. Outline a lesson on the production of a lowland of denudation, or the development of river-life.

2. Describe, as to an advanced class, the geographical conditions that determine the location of agricultural, manufacturing or shipping centres. Illustrate by references to special centres.

3. Outline a lesson on the St. Lawrence as a factor in the exploration and settlement of Canada.

4. "The mind grows in knowledge of a subject by apprehending the salient or prominent features first and then proceeding to detail."—*Laurie.* With this in mind arrange topics for a series of lessons on the teaching of continent structure. Write a summary of what you would teach about any one topic.

5. "Every concrete illustration of the past should find its parallel, or its abstract application in the present."—*Salmon.* Show how this may be demonstrated in teaching the Act of Union 1707 (England), the resistance of the New England Colonies to taxation, and the Canadian Rebellion of 1837.

6. Write notes of a lesson on any two of the following: Nelson, the Normans in England, causes of England's success as a colonizing nation, Constitutional Act in Canada. State the purposes of each lesson.

SECOND CLASS.

PSYCHOLOGY.

1. Distinguish between voluntary and involuntary attention. Describe the conditions under which the powers of fixing and concentrating the attention of scholars may best be strengthened.

2. Give a brief account of the mental process by which we see and recognize a familiar object, say our hat among other hats in a rack, bringing out more particularly the parts played by discrimination and assimilation.

3. Show how a habit of close observation of the distinctive characteristics of objects may best be cultivated in children.

4. Give a full analysis of the process of learning by heart a stanza of poetry.

5. Take any fact, not directly presentable to the senses, such as a historical event, and explain fully the process which the child's mind goes through in grasping the fact.

6. Explain the steps by which a concept is formed. How far does the choice of examples by a teacher assist the pupils in forming distinct and accurate concepts?

7. Distinguish between inductive and deductive reasoning and illustrate the place of each in school work.

8. Indicate ways in which the teacher may stimulate feeling judiciously.

9. How may the training of the will be both directly and indirectly developed at school? Give examples.

SECOND CLASS.

ORGANISATION, MANAGEMENT AND LAW.

1. By what means do you expect to secure the co-operation of the parents of children who attend your classes?

2. Describe the work of the teacher on the play-ground.

3. Write out the chief principles to be observed in the lighting and ventilation of school-rooms.

4. In what circumstances is it desirable to teach all the classes the same subjects at the same hours? In what order should you propose to teach Reading, Writing and Arithmetic during the day, and why?

5. A nurse seeing a child run from her towards the edge of the sidewalk permitted it to fall so that it might "gain experience." Within what limits is such a discipline justifiable?

6. What are the best expedients you know for quickening and securing the attention of a languid and disorderly class?

7. Indicate a method of dealing with use of profane language, or untidiness in person and habits.

8. State the teacher's legal duties with regard to contagious diseases, public examinations, and returns to the Council of Public Instruction.

SECOND CLASS.

HISTORY OF EDUCATION.

1. Describe Athenian Education under the following heads : Its general aim, persons educated, subjects taught, purposed effects of musical training, of gymnastic training, points worthy of imitation in methods of teaching.

2. Describe Ascham's methods of teaching and show how they may be applied in the teaching of any English poem.

3. Describe Rousseau's ideal scheme of education. Criticise it. Account for its influence.

4. Write a note on Froebel describing the principles he advocated and outlining his modes of teaching in accordance therewith.

SECOND CLASS.

LITERATURE.

1. State somewhat fully what you consider right aims in teaching literature and indicate how you think these may be accomplished.

2.
The path from me to you that led,
   Untrodden long, with grass is grown,—
Mute carpet that his lieges spread
   Before the Prince Oblivion
When he goes visiting the dead.

And who are they but who forget ?
   You, who my coming could surmise
Ere any hint of me as yet
   Warned other ears and other eyes,
See the path blurred without regret.

But when I trace its windings sweet
   With saddened steps, at every spot
That feels the memory in my feet,
   Each grass-blade turns forget-me-not,
Where murmuring bees your name repeat.

(*a*) Give a suitable title for this poem.

(*b*) How will you lead pupils to see the use and aptness of the idea in ll. 3-5?

(*c*) How will you lead pupils to preceive the meaning of ll. 7-9; of l. 14?

(*d*) Show how you will bring out the force of "mute," l. 3; "blurred," l. 10, and "sweet," l. 11.

3. From this poem illustrate methods of teaching any two figures of speech.

4. Give the verse scheme of this poem and scan the first two lines.

5. Classify the poem (Epic, etc.) giving reasons.

SECOND CLASS.

READING, SPELLING AND WRITING.

1. What considerations would determine your selection of words for a class of children beginning to read? Give reasons for the rejection of any of the following: Cat, one, hat, gig, man, two, pen, vat.

2. Name the first six sounds you would teach to beginners and show clearly what you would expect the pupils to do with this knowledge.

3. "Perhaps you can't swim," suggested the trout. "Can't I, though!" answered the frog. "Let me tell you that when human beings try to swim, it's me they imitate, not you!" "I should think not," said the trout; "why, the poor things haven't got any fins. Well come along, Froggie, and let us see how you perform."

Illustrate how you would use this extract to secure (*a*) expressive reading, (*b*) distinct articulation, (*c*) correct emphasis, (*d*) proper phrasing.

4. What would be the nature of the work you would assign to Standard IV pupils (*a*) before reading in class, (*b*) after reading in class?

5. Show how you will teach a spelling lesson to pupils in Standard III, based on the following: "The love of truth should be engendered by the reading of stories about the heroes of history or fiction who had dared to be true under the most trying circumstances. Children strive to emulate the fearless. For this reason commendation of a child who has resisted a strong temptation to falsehood is very effective."

6. Show how "phonics" may be used in teaching spelling in Standard I.

7. Write with due regard to form and proportion four capital letters

and four small letters such as should be grouped together for purposes of teaching.

8. Describe a writing lesson, given in an ungraded school of three Standards, on the word "separately."

SECOND CLASS.

GRAMMAR AND COMPOSITION.

1. "The grammar of the mother tongue should be learned inductively and applied deductively."—*Landon*. Give reasons for this statement and illustrate by notes of a lesson on "relative pronoun," "distinction in form and thought between phrase and clause," "how the conjunction differs from the preposition" or "principles underlying the order of words in a sentence."

2. Show somewhat in detail the values of sentence analysis as a critical instrument in teaching grammar and composition.

3. Give illustrations of lessons in word-building suitable for pupils in Standard V. State the uses of such lessons.

4. Illustrate how you would lead pupils to see the function in sentence-building of the italicised words in "The *people who* live *in* Holland *skate* with *much* grace."

5. "At last we gained the summit, I adjusted my telescope and looked around me. In the south far beyond the remotest hills the blue Lowland plain lifted itself to the sky. I saw the great expanse of Loch Awe glittering in the bright sunshine. There was not a detail hidden. The whole valley was burning and parching, as it had done for three terrible months, except where the narrow lake lay wasting in its stony bed day by day."

(*a*) Show specifically how you would lead pupils to see that the thought of the writer determined the kind of sentence (simple, compound, etc.,) in each case.

(*b*) Show clearly how you would lead pupils to discover from this extract any one law of paragraph structure.

6. Show how you would lead pupils to write a summary of: The Children's Hour, Somebody's Mother, Excelsior, The Little Brown Thrush, or The Lord of Burleigh. Write the summary.

SECOND CLASS.

ARITHMETIC AND MENSURATION.

1. "The educational value of Arithmetic is thus indicated both as concerns its psychological side and its objective practical uses in correlating man with the world of nature."—*Report Fifteen.* Explain.

2. Write a series of questions to test the child's knowledge of the number *twelve.*

3. Make and explain diagrams to illustrate $\frac{1}{2}(\frac{1}{3}-\frac{1}{4})=\frac{1}{24}$.

4. Show how you would teach the solution of the following problem to a class unable to solve it: "A labourer in one week dug 5 rods more than $\frac{1}{2}$ the length of a ditch, and the next week he dug the remaining 20 rods; how long was the ditch?

5. Assuming that a class is prepared to begin the subject of Commission, teach the first lesson, stating definitely the nature of the problems and explanations you would give.

6. Illustrate a method of discovering the surface area of a cylinder. Note specially the parts where you would expect a class to have difficulties. Find the area of a cylinder whose diameter is 7 inches and height 15 inches.

7. Illustrate a method of discovering the volume of a pyramid.

8. At $2.64 per cubic foot, find the cost of digging a ditch $\frac{1}{4}$ mile long, 23 feet wide at the top, 5 feet wide at the bottom and 12 feet deep, the sides sloping equally. Write what you consider a proper solution of this.

SECOND CLASS.

ALGEBRA AND GEOMETRY.

1. State somewhat fully the different aims to be accomplished in teaching Algebra to pupils in Standard V.

2. (*a*) Illustrate to these pupils the uses of the symbols *plus* and *minus*.
   (*b*) Illustrate a method of leading pupils to discover the Commutative Law for multiplication.

3. Write out what you deem a correctly expressed solution of:—"A man walks a certain distance at the rate of 4 miles an hour, and returns by the same way at the rate of $3\frac{1}{2}$ miles an hour. He walks altogether 6 hours. How far out did he go?

4. Show how you will lead a pupil to solve:

$$\frac{4x+3}{9}=\frac{8x+19}{18}-\frac{7x-29}{5x-12}$$

5. Show inductively and then deductively, how you will lead a pupil to see that if two triangles have their bases and base angles equal, each to each, the triangles will coincide.

6. Show how you will lead a pupil to the solution of: "In a given line find a point such that lines drawn from it to two other points on the same side of the given line shall make equal angles with it."

7. A man lives at the corner of two roads which meet making an angle of 80 degrees. Show how he will locate a barn 20 yards from one road and 30 yards from the other. What will be a pupil's probable difficulties in solving this? By construction show how you will overcome these.

SECOND CLASS.

ELEMENTARY SCIENCE.

1. Outline a lesson plan on the Rose (flower) to pupils in Standard III, illustrating three values of Nature Study.

2. Outline a lesson on adaptation of form and structure to mode of life, taking as illustration either the hawk or the cow. Make illustrative drawings to accompany the lesson.

3. Outline a lesson on the apple or the pea from the standpoint of "care and protection."

4. Give notes of a lesson on the composition of soils to pupils in Standard III.

5. Give notes of a lesson on the effects of Forage crops or Root crops on soils.

6. Show how you will lead a class to see the several values of thorough tillage.

7. Outline a lesson on the care of the eye or the ear. What precautions should be used by teachers that this organ may not be injured during school work.

GEOGRAPHY AND HISTORY.

1. State the respective uses of the ordinary map, relief map, and globe in teaching geography to pupils in Standard III.

2. Outline a lesson on the formation and uses of rivers, to pupils in Standard III.

3. Outline a lesson on the industries of the North-West Territories, the rainfall of British Columbia, or the noted trade routes of Canada, to pupils in Standard IV.

4. From the continent of North America illustrate how geography and history may be taught so as to mutually assist each other.

5. Describe somewhat fully the educational values of history.

6. Write notes of lessons on any two of the following: Feudal System, Great Charter, Spanish Armada, Wellington, Corn Laws, Laval, Reciprocity Treaty (1854). State the purposes of each lesson.

THIRD CLASS.

ORGANISATION, MANAGEMENT AND LAW.

1. Describe practical methods of lighting and ventilating school buildings.

2. What considerations determine the classification of a new pupil?

3. State the uses of a Time-Table, and the principles that should govern its construction.

4. If you found your class getting listless and sleepy, what causes would you suppose to be at work and what would be your remedies?

5. How should (*a*) want of punctuality, (*b*) copying, and (*c*) impudence be treated?

6. Outline a lesson for pupils in Standard II on truth-telling.

7. Give your opinion as to the value of rewards and punishments; and state the principle on which they ought to be administered.

8. State the duties of teachers (as defined by The School Ordinance) with reference to promotions, official returns, contagious diseases, and religious instruction.

THIRD CLASS.

LITERATURE.

1. How and why will you introduce pupils in Standard I to good literature? Name some suitable selections.

2. State the value of committing to memory choice extracts from the best authors. What tests would determine your choice of extracts? Quote a specimen.

3. What benefits should older pupils derive from a study of good poetry?

> The rain had fallen, the Poet arose,
> He passed by the town and out of the street,
> A light wind blew from the gates of the sun,
> And waves of shadow went over the wheat,
> And he sat him down in a lonely place,
> And chanted a melody loud and sweet,
> That made the wild-swan pause in her cloud,
> And the lark drop down at his feet.
>
> The swallow stopt as he hunted the fly,
> The snake slipt under a spray,
> The wild hawk stood with the down on his beak,
> And stared, with his foot on the prey,
> And the nightingale thought, "I have sung many songs,
> But never a one so gay,
> For he sings of what the world will be
> When the years have died away."

4. Give a suitable title for this poem.

5. Why did the Poet pass by the town and out of the street and sit him down in a lonely place?

6. In relation to the thought of this poem, show why the swallow snake and hawk are chosen, and thus represented.

7. How will you lead pupils to see the meaning and beauty of "gates of the sun" and "waves of shadow?"

8. How will you lead pupils to see the suitability of "drop," l. 8, "slipt,' l. 10, and "thought," l. 13?

9. Illustrate a method of teaching any figure of speech in this poem.

THIRD CLASS.

READING, SPELLING AND WRITING.

1. State the advantages and disadvantages of teaching elementary reading by the word (Look-and-Say) method.

2. State the uses and limits of simultaneous reading and pattern-reading in the first three Standards.

3. What is meant by distinct articulation in reading? Name any words which present special difficulty to learners, and mention any form of exercise that is most useful in correcting faulty articulation.

4. Give the seat work that you would assign to a class in Standard IV to which you had just taught:

O'er wayward childhood would'st thou hold firm rule,
And sun thee in the light of happy faces,
Love, Hope and Patience, these must be thy graces,
And in thine own heart let them first keep school.

5. What preparatory teaching should be given to a class in Standard II before asking the pupils to spell the difficult words in the following passage:

"Thinking that it was another dog with another piece of meat, he resolved to make himself master of that also; but in snapping at the supposed treasure he dropped the bit he was carrying and so lost all——the common fate of those who hazard a real blessing for some visionary good."

6. State the uses of word-building. With any two of the following words illustrate a method of teaching word-building: Forbidden, peaceful, baker, foretell.

7. Write in vertical style six capital letters so as to show the proper forms and proportions of their parts.

8. Describe the best way of conducting a class lesson in writing in an ungraded school.

THIRD CLASS.

GRAMMAR AND COMPOSITION.

1. State somewhat fully the values of grammar as a subject of instruction below the High School.

2. Give notes of a lesson on any one of the following: Relative pronoun, indirect object, adverbial clause, "the verb agrees with its subject

in number." Show which of the values referred to in the first question your lesson illustrates.

3. (*a*) Show how you would lead a pupil in Standard V to analyse:

You ask me why, tho' ill at ease,
Within this region I subsist,
Whose spirits falter in the mist,
And languish for the purple seas.

(*b*) What use to the pupil should such an exercise be?

4. Show how you will prepare pupils in Standard II to write a composition on Wolfe, the uses of clouds, the pumpkin, the Eskimo, or the hen.

5. After pupils have reproduced in writing an historical tale, outline a method of revising the exercise.

6. Show how you will prepare pupils to correct the error in sentence-structure in "This great and good man died on September 17th leaving behind him the memory of many noble actions and a numerous family of whom three were sons.

THIRD CLASS.

ARITHMETIC AND ALGEBRA.

1. Write, in proper order, the facts you will teach about the number *eight.* Give types of problems suitable for seat work on this number.

2. Give a series of questions to show how you will teach the relation of $\frac{1}{2}$ and $\frac{1}{3}$.

3. Assuming that a class is prepared to begin the subject of Interest, show how you will teach the first lesson. Give specimens of the problems you will employ.

4. Show how you will teach the solution of the following problem to a class unable to solve it: Twenty per cent. of a cargo was lost; at what rate of profit must the remainder be sold if the investment is to yield twenty per cent. profit?

5. Show how you will lead a pupil to see that if two minus quantities are multiplied their product will have a plus sign.

6. Show how you will lead a pupil to get the product of $x^3-m^2y+y^3$, and $x^3-m^2y-y^3$ without actual multiplication.

7. Construct a problem to fit the following equation:

$$x+10=\frac{x}{2}+10+\frac{2}{3}\left(\frac{x}{2}+10\right)$$

8. Solve by Arithmetic, and by Algebra, the following: A person goes from A to B by boat at the rate of 13 miles an hour, remains an hour and a half in B, and returns by rail at the rate of 26 miles per hour. He is gone altogether six hours: find the distance from A to B. What advantage, if any, has the algebraical solution?

THIRD CLASS.

GEOMETRY AND MENSURATION.

NOTE:—Candidates are permitted the use of protractor, compasses and ruler; they are requested not to erase construction lines.

1. Draw a line AB, and divide it into three parts, such that the second part shall be double the first, and the third part double the second.

2. A man walks three miles; turns to his right through 60 degrees, and goes two miles; turns again to his right through 60 degrees, and goes two miles; and then goes straight home. Draw a plan, and find how far he has walked. (Scale, 1 inch = 1 mile.)

3 Write what you consider a proper solution of the following: The circumferences of two concentric circles are $16\frac{1}{2}$ feet and $18\frac{1}{3}$ feet. Find (*a*) the width of the ring between them, (*b*) its area.

4. Show how you will lead a pupil to solve the second proposition in Euclid, Bk. 1.

5. Show how you would teach the solution of the following to pupils unable to solve it: At $3 per cubic foot, find the cost of digging a ditch 1000 feet long whose depth is 6 feet, breadth at bottom 4 feet, at top 8 feet, and whose sides are equal.

6. What would a pupil's probable difficulties be in solving the following: How many cubic yards of earth must be dug out to make a well 3 feet in diameter, and 20 feet deep? Solve it.

THIRD CLASS.

ELEMENTARY SCIENCE.

1. Make a lesson plan for Standard IV pupils on the dissemination of seeds. Show how the lesson illustrates the leading aims in Nature Study.

2. Outline a lesson plan on the hawk—the adaptation of its structure to its mode of life. Make illustrative drawings to accompany the lesson.

3. Give notes of a lesson on the composition of soils, or on the drainage of soils, to pupils in Standard III.

4. How will you lead pupils to account for the difference in modes of cultivating soils for beets, and for oats ?

5. Give notes of a lesson on how to disinfect a room in which a patient has had measles, or on how to recover a person apparently drowned.

6. Give notes of a lesson to boys on smoking cigarettes.

7. Mention precautions that a teacher should take to preserve the eyesight of his pupils.

THIRD CLASS.

GEOGRAPHY AND HISTORY.

1. What are the respective uses of the ordinary map, relief map and globe in teaching geography ?

2. Outline a lesson plan for any two of the following : Cape, uses of mountains, formation of rivers, climate as affected by prevailing winds and rainfall.

3. Make notes for a lesson on any one of the following : The mining districts in the North-West Territories, the exports of British Columbia, the commercial centres of the Dominion with their trade routes, the drainage of Asia, the products of the Argentine Republic.

4. Give two illustrations of how the geography of a country has affected its history.

5. Make a lesson plan for teaching the life of Champlain, Lyon McKenzie, Sir John Macdonald, Cardinal Wolsey, or Nelson. Show that your plan illustrates one or more of the aims you have in view in teaching history.

6. Write notes of a lesson on any one of the following: Magna Charta, Quebec Act, Canadian Rebellion of 1837, Reciprocity Treaty 1854. State the purposes of the lesson,

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